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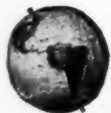
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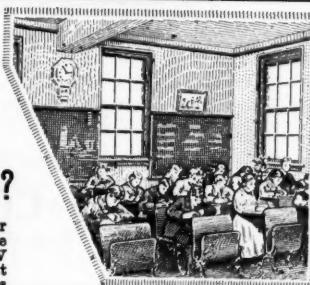
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Edison to School Children

Thomas A. Edison has written a letter to the school children of New Jersey, of which the following is a copy:

Dear Young Friends: I have been asked to write a letter to the boys and girls in the grammar schools in New Jersey, telling something of my own school days. Such a letter as that would be very short, for I really never had any school days as you understand them.

I was rather delicate when a small boy, and instead of sending me to school my mother, who had been a high school teacher, educated me herself at home. She had only the one pupil, which was fortunate for me, as I received thoroughly sound teaching. My mother also taught me how to read good books quickly and correctly, and as this opened up a great world in literature, I have always been very thankful for this early training.

I was fond of experimenting, so, when I was twelve years old I got work as a train newsboy in order to earn my own pocket money to buy chemicals and apparatus with which to experiment. My train ran from Port Huron to Detroit, and this gave me opportunity to go to the library in the latter city and read books that could not be found in Port Huron, where I lived.

I always kept busy and had lots of adventures in trying to add to my store of knowledge, but to tell you the whole story would make my letter too long.

School days are very different from what they were when I was a boy, fifty years ago. You now have beautiful school buildings, with modern conveniences and apparatus, and your studies include many interesting subjects relating to the arts and sciences. It seems to me that the boys and girls of the present time ought to be very happy in having these fine opportunities of preparing to do big things in the world. Sincerely your friend,

THOMAS A. EDISON.

Those who know Mr. Edison's history intimately say that he did indeed have "lots of adventures" in his search for knowledge, the recital of which would make interesting reading.

My essay's abstruse,

But my gown doesn't fit!

I feel like a goose—

My essay's abstruse—

Ah me! What's the use

Of wisdom or wit?

My essay's abstruse—

But my gown doesn't fit!

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Pears' is essentially a toilet soap. A soap good for clothes won't benefit face and hands. Don't use laundry soap for toilet or bath. That is, if you value clear skin.

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THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXIX.

June, 1912

No. 8

FACT AND COMMENT

The educational people of the middle west are impressed with the belief that the July meetings in Chicago will be largely attended and notable in their character. Whether or not these ideas have permeated to the Pacific and Atlantic coasts, the people of the intermediate region are sufficient to make good the expected results.

* * * *

Harvey W. Wiley will be one of the prominent speakers at the coming Chicago meetings. It is not likely, however, that he will refer to the matter of his recent resignation from a government position, nor to that new young son of his old age who presumably is now being fed on the purest of pure foods.

* * * *

The Doctrine of the Major, which we print in this issue, tears down that it may build again. As a piece of constructive criticism it goes to the bottom of the modern unsatisfactory conditions in our public schools and suggests in plain language a simple plan for a serviceable course of elementary study.

* * * *

The review of Madame Montessori's book, to which a prominent place is given this month, is a favorable but not fulsome criticism. It is a clear and conservative estimate of a movement which at the present moment does not seem to be in danger of being underrated.

* * * *

In two ways the schools can help the peace movement: first, by making much of physical training; for a hearty, healthy, broad-shouldered people are essentially more peaceful than weaklings. And this training should be supplemented for boys with military drill. Then we could have peace even if we had to fight to get it. The second help would come by injecting into geography and history more about commercial relations and the economic principles thereof.

When that is done there may be some value in the course of study put forth by the peace association and disseminated by our National Bureau of Education to this effect:

In the lower grades the child is trained in habits of forbearance, consideration, gentleness and self-control, while in the later grades emphasis is laid upon the principles of the world peace movement.

Thus in the first grade the child learns the treatment he should give his companions and pets. The second grade deals with home life; the third, with school and play time, while the fourth takes up the home town or city. In grade five the course broadens to include a consideration of the whole country; in the sixth, the child takes up good citizenship; in the seventh he studies the world family, and in the last he learns what the larger patriotism means.

This at least is a much saner proposition than that of those who would teach children the horrors of war, the terrible nature of gunshot wounds and the like of that. The evil effects of teaching about drunkards' stomachs and hob-nail livers ought to be a lesson to such benighted peace enthusiasts.

* * * *

From the United States Consular Report we get the information that two new Atlantic lines are to be put in operation.

The Compagnie Générale Transatlantique has determined to establish a monthly service between Quebec and Havre. In case the service demands it the sailings will be increased.

It is also learned that Bowring & Co., of New York, will have a cruising service this summer between the ports of Quebec and New York. There will be five trips in the months of July, August and September. This new line will compete for business with the Quebec Steamship Company, which has had a monopoly of this route for some years and has built up a prosperous tourist business.

The increase of the passenger service of St. Lawrence ports is one of the interesting items of commercial interest.

* * * *

The harvester trust, which has been getting attention in the Taft-Roosevelt war, publishes a pamphlet called "The Story of Bread," which will be supplied in quantity to teachers. The advertising feature is innocuous, and some of the information is worth while and well worded. The International Harvester Company, Chicago, publishes the attractive little book.

* * * *

We are in receipt of the pamphlet publication of the joint proceedings of the Council of Elementary School Principals and Teachers and of the Associated Academic Principals of New York. This is for the holiday meetings of 1911. A copy has been sent to each member and others

may have the same on payment of one dollar, to L. V. Arnold, Amsterdam, New York.

* * * *

Those who have taught mathematics to both boys and girls will probably agree with the conclusions of a government document on the subject:

"It seems to be the general opinion that the average boy shows more ability in mathematics than the average girl, but also that he does not work so faithfully. In a mixed class, this greater ability of the boy and the greater faithfulness of the girl react most advantageously on each other.

"In elementary algebra the girl does as good work as the boy; in geometry not nearly so good. In advanced algebra and trigonometry, the boy shows an ability which is far ahead of the girl. Yet, we are free to confess that his greater natural ability is often outclassed by the steady, patient endeavor of the girl. Perhaps it would be safer to say that the girl does not show as great an ability as the boy, even though she may have it."

* * * *

With the increasing number of cities providing safe and sane celebrations of the Fourth of July, there is a marked decrease in the number of casualties, as shown by the figures:

| | Cities. | Casualties. |
|------------|---------|-------------|
| 1909 | 20 | 5,307 |
| 1910 | 91 | 2,923 |
| 1911 | 161 | 1,603 |

The problem is not one of prohibition but of supplying a more rational and enjoyable method of celebrating than the firing of explosives. Patriotic exercises, parades, athletic sports, baseball games, band concerts, public fireworks, picnics, carnivals, sham battles, cowboy stunts, horse shows, baby shows, balloon ascensions, folk dances, water sports and free plays at the theaters, are some of the amusements that relegate firecrackers and torpedoes to an unregretted past.

* * * *

Why not a sane graduation day too? The costly clothes, the dozen other items of expense, including the engraved invitations—themselves a bold bid for a present—are some of the non-sane conditions of the ordinary graduation exercises. Something better and more joyous than the so-called commencement exercises is discussed under the department of En Route. The class excursion is fast becoming a widely popular substitute for the discredited parade of finery and rhetoric.

* * * *

The next number of the SCHOOL JOURNAL will be that of September. In thus taking a vacation we wish our readers the joys and benefits of a similar leisure. At a time when teachers are getting plenteous advice about the duty of improving their minds, we offer the suggestion that there is no higher duty than that of taking a thorough rest.

EDUCATIONAL LEGISLATION.

United States.

A law already enacted is one which establishes a Children's Bureau in the Department of Commerce and Labor. An amendment provides that no official, or agent, or representative of said bureau shall, over the objection of the head of the family, enter any house used as a family residence.

A characteristic bill introduced by the erratic Hobson appropriates \$325,000 to establish an elementary industrial school to be known as the Mountain Patriots Memorial Industrial School, for the training of native-born Anglo-Saxon children in the Southern Appalachian Mountains, and to serve as a memorial to Andrew Jackson and the other patriots whose victory at New Orleans marked the beginning of a century of peace with England.

Arizona.

Bills pending: To pension school teachers who have taught thirty-five years; to segregate all negro children; to provide lunches for school children; to prohibit teachers suffering from tuberculosis from employment in public schools; to provide for uniform free text-books.

Maryland.

Laws enacted: Authorizing the purchase of a new site and erection of buildings for the normal school now located at Baltimore; giving the State Board of Education authority to approve colleges and universities, and fix the standard for the same; making more stringent regulations for compulsory attendance.

New Jersey.

Bills enacted: Regulating the granting of degrees; authorizing the State Board of Education to establish a new normal school in a county of the first class, \$300,000 appropriated therefor.

New Mexico.

Bills pending: To exempt from taxation the property of widows and orphan children to an amount not to exceed \$1,000; to establish a normal school at Portales; another bill substitutes Artesia as a site for the normal school; to establish an industrial school at Santa Fé.

New York.

Laws enacted: Making it a misdemeanor to employ girls or women not members of the family of the license holder, and all minors under the age of 18, in the sale of liquors; appropriating \$50,000 to establish a State Agricultural School on Long Island. A number of educational bills were vetoed by the Governor.

Virginia.

A rather interesting law just enacted in this State is one which provides for medical examination at least once in three years of all teachers on the retired list, because of disability, and for removal from such list all persons found capable of efficient service as teachers. All female teachers unmarried when pensions are granted shall be removed from pension list upon marriage.

A PRACTICAL SCHOOL

This is the story of a school that has no fads nor frills, no board of education to legislate laboriously and bunglingly for it, no sacred course of study nor philosophical principles of education to observe. It would by no means be a model for a public school but in some ways it is an excellent pattern.

About five thousand pupils go to this school, ranging in age from below one score to upward of three score. They get their instruction from fifty teachers and twice as many lecturers.

It is the school of the West Side Young Men's Christian Association, at Fifty-seventh street, in the City of New York, said to be the largest organization of that association in the world.

Favorite Courses

As New York is a commercial city and commerce means keeping on the go, the most popular studies in this practical college are those that have to do with transportation.

Just at present the automobile school is the popular department. There are preliminary lectures for all who take this course, but directly they are divided in small groups, and in dirty overalls and with dirtier fingers are getting right into the very vitals of the machine. Here young fellows who expect to get jobs as chaffeurs rub against rich men's sons learning to run their own cars. Then comes the road work, for which the association has cars by the dozen, and concerning which the announcement grimly reads, "No postponement on account of weather."

But if you prefer water to land for your locomotion you can learn the workings of the machinery of a boat—any kind of a power boat, in fact—the little ones that go put-put over the water, and the others all the way up to the ocean liner.

And the air? Certainly. If you despise the going on land and water, you may learn the new art of flying, with trips out on Long Island, where the experts are circling about in the air every day.

Another popular college in this university is the school of languages. And there you look in on one class and see a middle-aged German, just arrived, struggling with the language that is current in New York, and then you see in the next room a New Yorker whose sole speech is the American language trying to master the Teutonic gutturals. At that you wonder why there is not some provision of nature for these two men to exchange their linguistic accomplishments.

The Debating School

The old-time debating school is dead. It died largely because the editor has taken the place of the orator. But there is yet much use for the man who can talk, and so at this practical school there is provision for teaching men to talk to the point. They hold a debating society—not to settle the question whether the beau-

ties of nature exceed those of art, but to debate those matters which one business man argues with another. Here we will leave the description to a writer in the Evening Sun:

"No class in any college in the city is more curious than the hundred men who learn public speaking at the west side Young Men's Christian Association. The night of the class's annual contest was an excellent time to observe the hundred in full blast.

"Up two flight of stairs you found a hundred men in the auditorium under the roof. The hundred were shaking with passion in concert. First, the 'Impeachment of Warren Hastings' was recited in unison, then the Muslim call to prayer, it seemed to be; but anyhow, it was always the same lusty torrent while it lasted—abrupt crescendo, slow diminuendo, siempre appassionata.

"The strange performances are neither the rites of devotees of an occult religion nor the session of a school of acting. Americans, adults, are here learning to sell goods. The musical terms all belong to the exercise. The soft approach, the catchy rise in the voice, the persuasive sob that follows, the magnificent climaxes of passion and the long-drawn-out, wooing finish—these are but part of the technique of dollar getting. After the technique has been fastened into the voice by musing over the fields of dead oratory, think how easy it is to duplicate that lure in selling sewing machines or lots in Bronxville.

"Time was when elocution classes learned to elocute. Strong men attended them once and learned the arts of sound and fury. Then, history shows, interest dwindled and the classes sank into collections of impressionable maidens and pale youths, even these appearing only in the rural districts. Now classes in public speaking are really classes in salesmanship and they exist in every grown-up city in the world.

The Method

"This is the manner of conducting classes in Fifty-seventh street: Every week, when the reading in concert is over, individuals take the stage. It may be the man who sold you your encyclopedia or the chief of salesmen in an automobile concern or an auctioneer or even an engineer who aforetime shook when he had to present his plans to a board of managers. Now hear how he imaginatively runs over his wares, while the crowd heckles him—never swerving from his story, answering five questions at once, returning quip for quip and smiles for jeers.

"Others come after him, each limited to three minutes. There are no laggards and no one is silent except the beginners. The instructor grins at the tempest, keeps time and awards marks for good English, phrase-making, variety of sentences, humor, courtesy, definiteness, easy appearance and depth of thought.

"Grenville Kleiser, leader of the class, said at the annual speaking contest: 'Oh, yes, these men come from all walks of life. I've got five who are now over sixty, all of them successful business men. There isn't any one in the class who does not earn his living by talking. The great majority are salesmen, but I have a clergyman or two, one well-known lawyer, several who have been talking on the street corners for the suffragists, and some who are in training for politics.

"The same tricks of the voice do for them all. Whether you want to touch the heart or the pocket, you need to know the secrets that make actors effective on the stage and then forget everything but your subject. No difference whether it is a newly patented stove lid or the immortal persuasiveness in the cause of either one."

"That's the philosophy of it, the theory behind the gusty waves that tickle passersby on Fifty-seventh street. The practice as demonstrated in the annual speaking contest is otherwise and humble. That night a prize was awarded to the student who repeated most rapidly and distinctly this assigned exercise: 'Teddy tied a tag to Taft the trust twister. Did Teddy tie a tag to Taft the trust twister? If Teddy tied a tag to Taft the trust twister, where is the tag that Teddy tied to Taft?'"

THE FIFTIETH CONVENTION.

Who Will Talk

"What meeting shall we attend today?" will be a frequent question at Chicago next month. And as usual the decision will be as likely to depend on the talker as on the topic. With many speakers yet to be supplied, this is a directory of the more prominent persons on the program:

CARROLL G. PEARSE—Monday afternoon, auditorium theater.

JAMES M. GREENWOOD—Same time and place.

JAMES M. GREEN—Tuesday afternoon, department of normal schools.

Z. X. SNYDER—Same time and place.

CHARLES R. VAN HISE—Tuesday evening, auditorium theater.

WOODS HUTCHINSON, M.D.—Thursday forenoon, department of child hygiene.

PHILANDER P. CLAXTON—Thursday forenoon; same place. Also frequently at other times and places.

DAVID STARR JORDAN—Thursday evening, auditorium theater; also Wednesday afternoon, meeting of the peace league; also Monday forenoon, department of science instruction.

ALBERT E. WINSHIP—Friday evening, auditorium theater.

LUTHER H. GULICK, also BARONESS VON SUTTNER—Same time and place.

JANE ADDAMS—Wednesday evening, auditorium theater.

WILLIAM H. ALLEN—Thursday afternoon, department of school patrons.

WILBUR F. GORDY—Thursday afternoon, meeting of the peace league.

HARVEY W. WILEY—Thursday evening, auditorium theater.

Transportation.

The railroad rates for the most part are the usual summer excursion prices or a two-cent per mile rate. Limits of tickets and stopover privileges vary and may be learned from local ticket agents.

We are assured that all the steamship transportation companies on Lake Erie, Lake Huron, Lake Superior and Lake Michigan will grant special rates for the fiftieth convention of the National Education Association in Chicago of *one and one-half fare for the round trip*. Already official notice of this fact has been received from the Northern Michigan Transportation Company.

In addition two local excursions, free to members, are to be provided by the Chicago Association of Commerce: one an automobile trip about the city and the other an excursion on the Steamer "Roosevelt" along the Chicago shore line. Jokesmiths who suggest that the ultimate route of this steamer is to be up salt river will be barred from the excursion.

A New Department.

The city training schools present a problem of themselves, and at a meeting at St. Louis of those engaged in such work steps were taken toward a permanent organization. A committee reports:

Owing to the growing importance of the city training school, the increasing complexity of its problems and functions, and the very unique opportunity which it now has and which it ought to improve to influence educational theory and practice and to contribute to the scientific study of education, such an organization should be formed. Accordingly, the undersigned were constituted a committee to call a conference for this purpose to be held at the July meeting of the National Education Association in Chicago and to provide a program for this conference.

The subject chosen is: The Problem of Relating Theory to Observation and Practice in the Training of Teachers for City Schools.

a. The amount and distribution of time devoted to practice teaching.

b. The best method of directing the studies of observation and practice.

c. The school principal's share in the training of teachers prior to their appointment.

d. The measure of responsibility which should fall to special supervisors in the training of teachers.

Dr. Owen, principal of the Chicago Teachers' College, and others will speak.

Historical.

The official program contains this bit of association history:

The Fiftieth Convention of the National Education Association at Chicago will mark the fifty-fifth year in the life of the Association, which was organized as the National Teachers' Association at Philadelphia in 1857. No conventions were held in 1861, 1862, 1867, 1878, 1893, 1906.

Two conventions have previously been held in the city of Chicago, namely, the fourth convention in 1863 and the twenty-sixth convention in 1887, just twenty-five years ago.

(Continued on page 317)

THE POINT OF VIEW

The Mother of Methods.

It is noticeable with all the output of books on method that there is no intelligent attempt made to elaborate the method of making methods. If teachers are to be taught to teach they should be instructed how to become famous teachers, famous for their wonder-working methods. Isn't it strange that our pedagogical writers, who have covered every other phase of education ten fathoms deep in wondrous verbiage, have not elucidated this primal topic? And this method of methods is simple too.

Material Needed.

| | |
|------------------|-------------------|
| Assurance | 250 lbs. |
| Reputation | Large chunks |
| Ideas | $\frac{1}{2}$ gr. |
| Words | .6 to 100 M. |

The assurance is seldom lacking; and at any rate it will come in time to the methodsmith. The reputation, in the initial attempt, may be minus. Also it may be borrowed. There is a fraternity among method-makers seen in the fact that one of the guild always writes an introduction for the book of another. As to the fractional part of an idea, that is of course negligible, though handy at times. But any lack there is easily supplied by an increase in the number of words. In fact a shortage in any other material may be made up in the same way. Understand, however, that an erudite and profound man is not always satisfied with the mere number of words. Their size, vagueness and incomprehensibility all count in effective method making.

Specimens for Dissection.

Now let us take two nice, fresh, fat methods for illustration and laboratory investigation. They are from a book so new that the pages have the inky smell. I will ask the printer to put the names of these methods in capital letters:

THE METHOD OF PARALLEL CORRESPONDENCE.

THE METHOD OF FINAL CORRESPONDENCE.

The inventor puts quotation marks around these expressions—why, I do not know. There are two reasons for an educationist quoting his new expressions. One is in the way of apology and the other reason is to give weight to his phrase by the suggestion that some great one has already used the terms.

Testing Them.

Now these two methods are pedagogically correct according to the first criterion. Their names are imposing. There may be a few good methods without mouth-filling nomenclature;

but as a rule the doctors of pedagogy do not use them in their practice.

The methods named meet the second test in that they can mean almost anything; hence one will have to go to the inventor for definitions and a working diagram; and that means a new book on education. It is only the crude and old-fashioned who think a method is primarily for use in the classroom. The prime objects are:

1. To make books and thereby get
 - a. Royalties.
 - b. Fame.
2. For use of superintendents, examiners and instructors in professional schools,
 - a. To hold jobs and get better ones.
 - b. To awe the underlings.

How Used.

Without knowing anything more about these methods than how to pronounce the words in psychological tones, their usefulness is readily demonstrated. For instance, one of those ineradicable, common-sense teachers is getting off some observations of his twenty years in the classroom—by the way, one of the poorest places to learn about education. Well, as this man holds the center of the floor, you, with only your present knowledge of these methods spring this on him:

"Of course you are familiar in this work you are talking about with the method of parallel correspondence and the method of final correspondence; which do you think is the more conducive to stimulating the initiative in the second half of the third year?"

Now watch him wilt and see the eyes of all in the room turned admiringly to you—to you, the repository of the profound philosophy of method.

Three times out of four the mere names properly intoned will carry off the matter. In the fourth case someone weakly and deferentially makes bold to ask what those expressions mean. Even then it is not necessary to know in order to tell. There are ready-made, fits-anybody's expositions of method, fragrant of geestanyhallisms, that will tide you over gloriously.

Going Deeper.

Still there may be times when it would be an educational asset to know something of the presumable inwardness of these compelling expressions. One might want to know if this method of final correspondence has to do with livers, gulfs, involucres, the key of G, decimals or breach of promise suits. It could be any one of these. But it happened, when this combina-

tion of phonics occurred to the author, that he was writing a method book on arithmetic. And it is as easy to fit a set of ideas to that as to anything. So this is what he evolved, as may be found set forth in plain type in the freshly-made book aforementioned:

"The method of 'parallel correspondence' is generally used in the development of all the simpler combinations or processes of arithmetic. In learning to count, the child sees the first object and says the symbolic "one," sees the second object, and says the symbolic "two." Again in addition, he sees "ten," and writes the symbolic 10; sees "six," and writes 6; sees the whole as sixteen, and writes 16; then summarizes the work in the form $10 + 6 = 16$. Each stage in the symbolic process is noted in connection with objects. This, the method of "parallel correspondence," is the more current method of using objects.

"The method of showing a 'final correspondence' of result between objective manipulation and symbolic manipulation is much less frequently used. It is used with more complex processes than those mentioned above, in connection with column addition or 'borrowing' in subtraction. It is a mode of object-teaching used in place of the usual 'explanation' or 'rationalization' which attempts to explain what is simply a correspondence between the manipulation of a series of facts and the manipulation of a series of symbols. Under this method the teacher usually tells the child directly how to perform the process in the conventional manner, no special explanation being given. Then a case involving the actual use of objects is considered, and this result is compared with the result obtained by the symbolic manipulation. One or two such cases suffice to convince the pupil that the authoritative mode is true to nature."

"Convince the pupil," "the authoritative mode," "is true to nature." Doesn't that make you jump up and kick your heels in glee?

Reduction

Now let us put this in plain terms. Really, of course, the stuff isn't worth it except to show the method of method-making. Remembering that all the operations of arithmetic go back finally to counting, there must be two methods of counting, that by P. C. and that by F. C. This is the way they work:

Ad Absurdum

"John," says the old man, "go up to the back lot and count the cows."

John goes. He takes along a stick and every time he sees a cow, he takes out his knife and cuts a notch;—one notch, one cow; another notch, another cow. Clearly the method of parallel correspondence.

Now when John gets back and shows up the stick as the register of his arithmetic excursion, the old man only sees notches, feels notches, counts notches. When he notes the fifth notch he doesn't see the old red cow with the stumpy tail, he is hastening on to the final twenty-second notch, and there it comes over him—method of final correspondence—eighteen cows! What the compromise method would be called, when

cow was thought of at the third, seventh, and eleventh notches, our author doesn't say.

Go Thou and Do Likewise

Isn't it easy. In the whole thing not the shadow of an idea that need claim the attention of a superannuated flea, and yet out of it and the like, books are made, and big lusty men thereby get goodly salaries and a place on the big convention program.

But really they ought to tell how simple is the method of method making..

The Dago Method

It's a great book—that of the Italian Madame. Already it is one of the best sellers, or if not that, one of the books most in demand at the public libraries; and a good many teachers are going to Italy this summer.

They needn't go so far, however. Up on the Hudson, in Tarrytown, there is going on a Montessori experiment; another may be observed in Providence. Miss George, of Pratt Institute and Professor Norton, of Harvard, can tell you all about it, and do.

What a lovely thing it is, to button and unbutton nice, clean pieces of cloth on frames; to play with a button hook, exercising it on a similar arrangement of leather strips! When a child gets tired of these thrilling occupations he may step aside and practice walking a chalk line. Another may prefer the little staircases, running up the steps and sliding down the banister; or he may hitch along crab-fashion by the side of a toy fence. There is awaiting him on his return to a table an instructive exercise in trying to fit an oval crosswise into a space meant for an equilateral triangle, and the job of taking out and putting back a rainbow of sixty-four different shades and tints. When all else fails, one's turn at the bath may arrive opportunely, or perhaps the dinner hour. In the latter case he may carry a tureen or pass the bread tray.

Lo, here, and lo, there! Ever a new pedagogic messiah to supplant the old. And ever the way is some tricky trapping of the joy route.

WELLAND HENDRICK.

Socialism is not a theory but a condition in Oklahoma, where under certain conditions a pupil is paid for going to school, the payment going under the euphemism of a "scholarship." Whenever a superintendent is satisfied that a pupil under sixteen years of age is needed by a widowed or divorced mother, he can so certify to the county commissioners, specifying the amount that he thinks the mother should receive in lieu of his work, and they pay the mother, out of the county treasury, that amount for the full nine months of the school year. The sum is rarely as much as he could earn, but approximates it. As a rule the amount does not go above \$3.50, except in the case of a young man who is highly efficient. In a few such instances counties have paid a mother as high as \$7 a week.

THE DOCTRINE OF THE MAJOR*

A PLAIN REMEDY FOR A DIRE EVIL

Not What Studies, But How Many

That the evil exists—that of over-many studies in all grades of our public schools—does not have to be argued. The evil is admitted. That the sin does not lie altogether in certain subjects, called fads and frills, is not so plain. But it is true. So, to get at the nature of the trouble, we will consider first:

The Sin of Sojering

To sojer:—to soldier, to make a pretense of doing something, to mark or kill time, to dawdle, loiter, dally, drawl, drag along, trifle, fritter, saunter, loll, dilly-dally, dabble, putter.

It is said that master masons in the city of Albany, for years after the building of that monument of easy graft, the capitol, would not hire a stonecutter who had been employed on state work. The man had learned to dawdle, and was unfitted for hard labor.

The course of study in our schools is arranged and applied in a way to turn out intellectual putters. The conditions do not induce laziness exactly; for the work required in the aggregate is hard; but the sum is made up of numerous small parts which are but make-shifts at work—dabbling at the outskirts of work.

It seems to be held by the makers of courses of study that time is the prime, definite factor for determining results. Twenty hours are twice ten hours, and forty hours are the indisputable product of twenty hours multiplied by two.

Every efficient teacher understands the practical error that hides behind this mathematical accuracy. This is what happened once upon a time: A pupil went to the head of a department with this proposition: "I have a little time left in my program and I wish to take your work. I do not expect to make it in the time allowed for it, but I will repeat the term and make sure of it."

The advice the instructor gave was, "Don't. Wait until you have the time to give the term's work the full value of study, and then go at it with the idea of completing it. One term of such work is better than the two that you propose."

That is a bit of common sense that might well be applied to our courses of study.

Nothing Mastered

Two reasons are offered to explain the undoubted fact that the pupils of our public schools do not learn the art of efficient mental

labor—an inefficiency marked by a lack of mastery of the subjects studied.

The first reason is—too many subjects. The second—too much time given to some of them.

The first reason is popular. It brings the cry "out with the fads and frills." Everybody agrees. Then we set to work to check off the fads and frills. Nobody agrees. Dead stop.

The second reason while not so glaring as the first gets to the vital point. If we start here and remove the obstacle we shall get a leverage on the other fault.

Our proposition then is, overmuch time is given to the undoubted essentials of the schools.

Spinning Out Arithmetic into a Fad

We will start right in with the arithmetic of our common schools, the arithmetic that is in all of the eight years, the arithmetic that begins with the beautiful, playful, chopped-up and sugared number work of the first year, and which ends with the titanic cube root and grilling "general review" of the last year. In other words allowing one hundred and fifty recitations to the year, this subject is to be mastered in twelve hundred lessons.

And arithmetic is no fad! But it is a fad, drawn out and dawdled-over, as it is. And if high school people say "the pupils that come to us from the elementary schools do not have a sure and exact knowledge of arithmetic," the grammar school people may reply, "How can it be otherwise after eight years of fine-spun, method-cursed puttering?"

The arithmetic of our elementary schools begins too early and lasts too long. The application of numbers to business is dosed out to a child in elaborate lessons before he has lived long enough on earth to have a conception of the applications.

Given a pupil at the age of twelve or fourteen, let him then be but a mere machine at the fundamental combinations, let him be a fairly perfect machine in adding, subtracting, multiplying and dividing, and he can, under favorable conditions, master the essentials of the science of arithmetic in two hundred lessons.

It can't be done?

It has been done.

Time Alone a False Measure of Results

There is an approximate confirmation of this fact when a person tells you, "I learned all I really know of arithmetic in so many months under so-and-so. He got hold of me and drilled it into me. What came before and after didn't count."

And so it happens, fortunately enough, in our conglomeration of school work, that at

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some time some one with the ability to teach some subject gets hold of a child and puts into him the two to eight-year subjects in as many months.

Yet the obvious remedy is not applied. The supervising pedagogical doctors go about with their educational stethoscopes, litmus paper and test-tubes and discover that certain studies are not mastered. Gravely they collate their laborious statistics and prescribe for the patients that which has been a cause of the disease—more time.

A Subject Once Played at Will Not Be Worked at

While the effect of pedagogical loitering is to lower the quality of all school work, it especially deteriorates the study of those subjects where the most sojering is done.

The pupil who has sauntered along some easy paths of a subject during the fourth and fifth years will not readily be made to plod the more wearisome ways of that subject in the sixth year. That branch of learning is ever after to be looked upon as an interlude and recreation. You couldn't beat the idea out of him with a whip and you are not allowed to use a whip.

For Instance: History

There was a college professor of history once who saw the results of this thing and didn't see the cause. So he asked: "Why is it that my freshmen know Grecian history fairly well and have but the most slovenly knowledge of the history of the United States?"

One of the reasons, Mr. Professor, is that those students of yours were not students of United States history. They drawled away at it all along the grades of their grammar school; they got a harder dose in the high school, but they couldn't come to look upon it as a real study. They read a while on a topic and said, "Pshaw, we know that, we got that way back when we read Dearheart's Delightful Dabs at American History."

But in the last half of the third year they were suddenly soused into Grecian history. By that time they had some idea of how to study history and they did it. Result as aforesaid.

Also, Physiology

Look at another phase of the same thing: Years ago some enthusiastic and shortsighted women, together with some clergymen for whom the same adjectives will do, foisted on our schools an exaggerated amount of physiology—put it in every grade.

The result?

Count the books sold and the hours of the course technically devoted to physiology and the results are great. But the study of physiology is not known in our schools. It has been killed by its anxious friends. It is a by-word, a slighted, despised, dawdling filler of the curriculum. A half-year of concentrated effort at

the proper place in the course would produce better results—adequate results.

Looking for the Cause

Verily the time element is an uncertain criterion for determining the results of a given subject of study.

It is worth while now to consider how it happened that certain of the essentials have been spun out into fads, and how the elementary courses generally have been rarified. This consideration will help us to the remedy.

As a prime cause we offer—

The Deification of the Dough-Head

It is some years since the appearance of the pedagogic epidemic of loving the dull pupil and arranging school for his special benefit. Now it is altogether right that the dull pupil have his chance. But it is certainly wrong that the bright pupil be held back and condemned to inanity by courses of study and ways of instruction fitted to the numskull. The cattle raisers and agriculturists select their best stock and roots, give them their attention, propagate them for the next season, again select the best, and, as the rule says, proceed as before. But a popular pedagogic doctrine is to strive for the survival of the unfittest.

The institution of classes and schools for the backward and the feeble-minded is an evidence of progress; but the setting of school courses to the pace of the dullard is a sign of degeneration. **The army of sentimentalists, however, whose influence is so great in public school matters, are ready to applaud unreservedly any act of school supervision which holds the quick back to the speed of the slow. To them it is the greatest glory of modern schools that the dumb parse, dullards compute interest and idiots have the geography of Hindustan beaten into them.**

The hare of Æsop's fable is now obliged to lie and rest while the turtle plugs along and reaches him. Then fleetfoot may sprint a little and of necessity sleep again. Finally he quits the race in disgust and goes into business.

Strict Gradation a Factor

Along with this situation has come the exact grading of the schools. That, too, was necessary and proper. But the arrangement of grades for the dull and slow, while not necessary, has become a fact. With the grading has come the exacting supervision which gives the grade teacher no end in view but the completion of a prescribed piece of work—possibly less, but never more.

The result has been that, while the bright one has been dulled, the dull one has not been brightened. For with the spelling, arithmetic, geography and grammar, spun out into invisible strands, there has been added a like attenuated course in drawing, music, cooking, physiology, worm-study and physical training, with the result that the dull cannot even remember the names of all his studies, while the bright

one quickly gets the knack of putting into his memory facts good for one day or thirty days from date, and with that knack gains his promotion.

Infallible Methods and Unvariable Syllabi Help

Along with these two conditions there arose the pedagogical methodist, preaching a gospel sorely needed, but one, too, that offers frequent occasion for the scoffers to wag their heads in derision. For when a method has been found that can be proved by all the laws of mental processes to be best fitted to the biggest fool in the class, it is accepted as settled by the sacred edict of infallible revelation and applied rigorously to all the rest.

In a certain school for the feeble-minded, the first lesson for the unfortunate inmates is to mount a ladder. It often takes weeks to teach a child to grasp a rung and pull himself up. Finally he may become so expert that he gets to the top of the ladder and graduates into another department. This is individual instruction. Now, if these teachers copied the method of the public schools they would find the time required for the slowest of a class of forty or fifty and prescribe that time for all, so that the bright ones should be climbing ladders when they might be turning hand springs.

How it Works Out in Arithmetic

To use a more academic illustration, this is the way the pother method works out: The subject is the good old essential, arithmetic, and the topic is the one that generally presents difficulties for a part of the class, at least—long division. The student of method discovers that the crux of the difficulty comes with the finding of that trial figure in the quotient. Were it always the same number, and that number, one, the process would be simplicity itself. Good. Then for a whole week the number sought shall be nothing else. All the examples shall be made to order that way. The dear children shall neither see, hear, think nor dream of any other figure than one to put in that quotient.

The next week it *may* be one, but, then, too—vast scope for a week's struggle with the possibilities of life—it may be two. Think of doubling the mathematical conceptions of a child in a week! But attempt nothing more; as you love—

- (a) Method,
 - (b) The dear children,
 - (c) Your place,
 - (d) Your salary,
- Nothing more.

The third week—note the psychological, systematic, harmonious development—the much desired figure may be one, may be two, and then, too, may be THREE. Thus far to the last dreary moment of sixty minutes past two on Friday afternoon. Possibly now one can figure out the rest of the scheme for the full nine weeks. And the brightest chick of a teach-

er with the snappiest youngsters about her must be careful about shortening this work or anticipating its beautiful sequence. No matter if a lot of bright ones jump to the fearsome conclusion at the second lesson of the first week, they are to putter on in daily dalliance with the ones, twos and threes. No hops, skips and jumps, everything by steps, steps, steps, a, b, c, d, e, f, to z.

The Specialist as an Apostle of Putter

A still different factor in the over-loading and distending of the course of study is the insatiate specialist with his one most needed study of which the children can by no means have too much. It is easy to let him have a little more time for his work; it is next to impossible to cut him to less. The factor here appears as a personal one, for the cutting of his work means loss of importance and pay; and he may have sturdily fighting for him some politician who couldn't pronounce the name of the subject in question.

Nor is the specialist of the elementary grades alone responsible for unduly loading those classes. The high school specialist has conceived the idea that some of his work could be better done in the grammar grades and has helped to that end.

Here is a case: The algebra of the first year of the high school is hard. Of course it is, taken along with Latin, French, history, drawing, music, various varieties of work labeled English, and several kinds of science. But some one discovers that an emulsion of algebra can be concocted and made palatable for grammar school pupils. So said and so done, with the result that the higher grammar grades get a dose of so-called algebra, which is largely literal arithmetic. And thus before the pupils master the arithmetical solution of problems, they begin to dabble at the distinctly different algebraic solution. Then some fine day they arrive at the high school and appear before a teacher who understands that the x's, y's and z's are but mere adjuncts and that algebra is the science of the equation. But the pupils will insist on playing along at the subject as they began. And then again will be proved the good sense of the old Greek teacher of music who charged a certain price for those who had never studied music, and for those who had studied it before—double.

The Text Books Conserve the System

Further, with the methodizing, the specializing, the grading and the syllabusing of everything so that the wayfaring child though a fool shall get A therein, has come the unending multiplication of text-books. The geography book has been divided into two, three and even four; arithmetics are made for every grade, the sale of sets of three physiologies helped to fasten upon us the law requiring that subject, and the long lists of books on English are timed to the year and month. With the text-books comes the powerful influence of authors and

publishers to retain every subject and every special subdivision and treatment of a subject that may call for a separate book.

We are not joining in the common denunciation of publishers of text-books as bribers of school boards and school teachers. We are convinced that there is comparatively little of that. But as the dealers in meat would use their efforts against a movement toward foisting a vegetarian diet upon the public, so the publishers of text-books will naturally be found on the side of the movement that calls for more of their books in the schools. These efforts are generally fair and above board. But the proposition of how much this influence has to do with the slow and seemingly impossible simplification of our school courses must be squarely considered.

And Now to Business

Now, having viewed the evils of the puttering systems, and having seen how it arose, and why it stays, we are in shape to find the remedy. And here it is, an idea neither new, nor startling, nor complex.

Where the Schools Are Strong

In trying to mend that which is wrong it is profitable to examine that which is right.

In our entire scheme of education in America two points have been comparatively free from the hot fire of the critics—the top and the bottom.

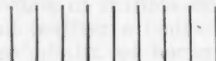
Our universities have been criticised perhaps, but not as have our colleges, high schools and grammar schools. The student goes to these institutions for a certain thing, Latin, philosophy, mathematics, chemistry, law or medicine, and he gets it.

Now look at the bottom. In the first year of the primary school certainly, in the second probably, and in the third perhaps, one certain thing is done and done well. The pupil is taught to read, to read well. The veriest old fogey who bemoans our present schools in the light of those of a generation ago has to admit this fact. The pupils to-day learn to read in less time and in a better manner. They do not find script a new and difficult task as was once the case. They get that along with the rest, and at the end of three years they themselves write in a way to shame the academic graduate of fifty years ago.

The reason for this excellence is plain to see. The prime task of the instructor is to teach the pupils to read. The one ambition of the pupils is to that end, and almost solely for their proficiency in that line they are promoted. But when that period is over, when the mechanics of reading are mastered so that the ability afterward added comes as a secondary task, there is not, from that time to the end of the elementary course, a year when it can be said to the pupils, "This is the one great thing to be done; do other things too, but by all means do this."

Where the Essential Weakness Is

On the contrary, the situation is this, taking the fifth year for example: There is arithmetic, geography, history, grammar, physiology, nature study, drawing, music, spelling. According to the published courses of study and the philosophy of the course-makers there is no study of greater moment than another. The subjects stand there one like another:



In practice each teacher slights some things and pays greater attention to others, sometimes from his own inclinations, sometimes on the insistence of a principal or other supervising officer. By the time the year is over the attention given the different subjects, as indicated by our line-symbols is like this:



While perhaps in the same grade in an adjoining room this relative attention is all changed.

In the hodge-podge it often happens luckily enough that the pupils do have some chance subject insisted upon and thoroughly drilled into them. But for the most part they have their little breakfast of pre-digested arithmetic, with similar little luncheons of history and the rest, on to the end of the long list. What a pupil accomplishes in each subject is reckoned in figures; these are added, the sum is divided, the result is happily 75.01, and he goes on.

There is no sense in the scheme. It is but added evidence that of all fools the worst fool is the educated fool.

Athletic Sense

A man said to a sophomore whom he hadn't seen since his preparatory days, "Did you make the baseball nine?"

"I did," said the athlete, "I am the regular second baseman."

"Did you try for the football team?" the man asked, knowing his all-around training in athletics.

And the boy looked at him with a pitying eye, as though he had no idea what athletics meant at his great college, as though he had asked him if he went in for the mandolin club, the chess tournament and the Greek prize.

One thing is enough out on the athletic field, where common sense reigns, but inside among the bespectacled, sparsehaired, psychological makers of courses of study you find erudite foolishness. If only the pedagogues could be as sensible as the boys they teach!

The Doctrine

This, then, is the plain, practicable, simple idea of the course of study: One thing at a time. That the major subject. Others grouped

around it; but promotion to depend first of all on the doing of the one thing. Then our line-scheme would show up something like this:



Here would be a definite major study, with others of some definite relative value.

A Tentative Work-Out of the Doctrine

The idea is feasible. The following details may be faulty, but that they are so does not argue against the main features of the plan.

When the work of reading, supplemented by writing and spelling, has ceased to be the prime task of school, when the pupil has his key to future advancement, his first work then may be the knowledge of the earth on which he lives; in other words geography becomes the major subject, say, of the fourth year. He still reads, spells, and writes. He is picking up a lot of information, too, against the day when other subjects become the serious business of his school work. But he has first of all the elements of a definite bit of classified knowledge to master.

When he has learned the fundamental ideas of this branch, so that afterward with his maps at hand he can pursue it as a minor subject, he enters upon the study of grammar as the one thing needful to do in the fifth year. Already he knows something of grammar from his reading lessons, and ever after he will study it in some form, but in that year it is the one essential thing. And the ease, quickness and surety with which one can get the few essential principles of this subject, so commonly drawn out and played with, would be a revelation to a converted pedagogical putterer.

By the end of the fifth year, the pupil without any instruction in the science of arithmetic has become a machine for adding, subtracting, multiplying and dividing that will not slip, stop and forever interfere with future arithmetical work.

Let it be allowed that this arithmetic is the major for the sixth and seventh years, although it is no more certain that two years are necessary for it than that eight years are necessary for the usual work of the elementary school. Two years at this time are certainly enough. The pupil is now ripe for it. Many of the difficulties of the fourth and fifth year arithmetic as now given arise from the pupil's having not lived long enough on earth.

The pupil is now ready for the final task of his course, history and the government of his country, the major study of the eighth year. This is the final, serious work of the public schools.

Three Minor Results

The first result of such a course of study will be the cutting out of a lot of baby play

with the essentials, as for instance in the last mentioned item of history. In more than half of the published courses of study in the United States, history is named as a study in each of the eight grades. Generally it is dabbled with for about fifteen minutes twice a week. Cutting it out of seven grades will simplify the work of those years. Cutting it down from eight years to one, and then going at it with singleness of purpose will multiply the results by eight. Of course, in the reading and geography of the earlier years there will be history, but the pupil would know it as a study in one grade.

As a second result we shall have some one thing to be done first of all by each teacher, and that teacher will know it, and he will be rated perhaps as a good teacher in the fifth year, while he would be but fair in the fourth year and poor as a teacher of the seventh grade. When there is weakness we can put our finger on the spot. If the boy arrives at the high school and doesn't know grammar, it is not the fault of eight or sixteen teachers, but of the one or two who taught him in the fifth year and passed him on.

Third. When we have cut out a lot of the play work in arithmetic, geography, history and grammar, this simplification will give us a clearer vision of what is worth while in drawing, music and similar branches. Then we shall be ready to prune there.

And the Main Result

This, then, is the remedy for our unsatisfactory elementary schools. With this plan we shall do some few things and do them well. With this plan we shall as educators begin to show ordinary sense. We shall begin to get somewhere. We shall arrive.

Technical schools for the preparation of hotelkeepers are maintained in Switzerland, and more recently two important institutions of the same kind have been established in France. Among the subjects taught are singing, languages, business and social correspondence, and climatic conditions in various countries. These courses are in addition to those pertaining to the actual conduct of a hotel, such as service, ventilation, accounting, kitchen management, and buying of supplies.

Dr. Frederick E. Bolton, head of the department of education in the State University of Iowa, goes to the same position in the State University of Washington, succeeding Professor Edward O. Sisson, who goes to the new Reed College at Portland, Ore.

Glasgow has established compulsory continuation classes. But quite a number of the pupils so compelled simply refuse to be educated. They sit at the desks, but do no work, and the teacher is lucky when they content themselves with this form of passive resistance.

THE MONTESSORI METHOD

By S. V. S.

Even if you are not familiar with esthesiometry and psychometry and if you are utterly unacquainted, say with Itard, you will nevertheless enjoy Dr. Montessori's book. These terms are harmless, not being essential to the sense of it. The book might be half as long with profit, but the writer's enthusiasm could not be spared.

Dr. Montessori has, in Rome, several successful schools for the useful training of children between the ages of three and seven years. Her schools are "Houses of Childhood." There are some followers of Froebel who find nothing in her system essentially different from that of the time-honored "Gardens"—but they are blind. Froebel's wagon was hitched to a star, and the motor being so far removed, the equilibrium of the wagon has sometimes suffered. Madame Montessori's wagon is hitched to a much more domestic beast.

Her system originated in the successful attempt to prepare mentally deficient children to compete with normal children in school examinations. In the light of this achievement it seemed obvious that the latter children must be poorly taught. The educator, therefore, turned her attention to the modification of her method to suit the needs of the abused normal child. She has a decided advantage over the ordinary teacher in having the children with her practically all day. Moreover, her school is a large room in the house where the children live, and the teacher lives under the same roof. On the other hand, she has under her care, at one time, children at all stages of development.

In these schools the children are developed, without fatigue, quite joyously, into sturdy, earnest, polite, self-trained, self-dependent folk able to write and read much better than the average child of the third grade and well grounded in arithmetic. In the matter of language, they seem rather accurate and cheerful, than voluble—which is, perhaps, as well. Of their possibilities and needs in the realm of imagination Madame Montessori apparently hasn't much opinion; or, perhaps, she herself is a very practical person. At any rate there are no baby moons in her skies, no discontented leaves on her trees.

The discipline is a sort of "training of the will through liberty." Each child chooses what he will do and how long he will stick to it. He is merely not allowed to interfere with the liberty of others. He grows interested, however, very quickly, because the material and exercises have been planned to suit his taste as well as his needs. Little by little he discovers powers in himself that surprise and please him. He respects himself, therefore, and becomes inter-

ested in the work of others. He is never forced to learn things for which he has not shown any liking and for which he is therefore obviously unprepared.

Most of the games he plays have as object the training of the senses, the sense of touch, the muscular sense, the senses of taste, smell and hearing. Blindfolded he compares rough and smooth surfaces, heavier and lighter wooden blocks, longer and shorter rods. Fancy a generation to come, whom the tradesmen cannot cheat because their senses are trained to the slightest differences in texture, weight, odor, etc. The children are also trained in the skill to do. Exercises in the use of thumb and fingers also train the children in the power to button, hook, or tie their own garments. Exercises in discriminating degrees of heat and cold are combined with instructions in bathing.

Physical development among the Montessori children comes of gymnastics that are hardly recognizable as gymnastics—moving small tables to desired positions, mounting and descending short flights of steps, walking a chalk line, resting according to methods observed to be popular among the children rather than according to preconceived notions of how they ought to rest. The breathing exercises seem a little curious to the uninstructed; but Dr. Montessori is an M.D. and should know. These things are supposed to promote sureness of step, grace of movement, ability to move without noise and without overturning objects in the room. The care of the room and of the school pets and work in the gardens, serve both as physical exercise and as a moral force.

Social exercises are most unobtrusive, the children being left free in this matter as in others. There is, however, the dinner hour when good, simple food is served by small waiters, with great pride and without accidents. Here in some mysterious way helpfulness on the part of the children is developed, largely, I suppose, by imitation of the teacher.

The teacher, by the way, is a mere observer ordinarily, ready to check any tendency to interfere with the rights of others, or to help if asked to do so, but not to outrage the proud independence of the children by doing what they prefer to do through repeated effort of their own. Upon her observations are based all changes in the material with which the children work or play. After a time, when a child begins to show curiosity about things, she gives him brief lessons. Until that time, however, he needs little help, since most of his work is so planned that the result of his effort indicates whether or not he has made a mistake. If so, he tries again.

Obviously most of the practical ends planned are only what the children would learn eventually if left to themselves and their home life. Children do learn to dress and undress, to go down stairs with safety if not with grace, to wash their hands, etc. There are two things to be said, however: that they learn to do even these things earlier and better in the school, and that the children of these schools are children whose people can give them very little training. It is the children who raise the standard of the family and of the neighborhood. Such a system of education while, perhaps unnecessary among some classes, may be found most useful among the very poor, among the working people, among the gad-about middle-classes of Harlem and some other places. And although the material (take, for example, the frames fitted with stout cloth to be fastened with buttons and buttonholes), may sometimes seem artificial, since the children's own clothing furnishes similar material, yet a little reflection will show that it is the only thing possible for the purpose. The application in all cases is left to the children, who suddenly, and with pride, discover their ability to care for themselves.

The character of the lessons given to the children is interesting. The teacher, for instance, becomes a mere indicator. She effaces herself, she eliminates all distracting influences and directs the child's attention to the object of the lesson. She wastes no words (think of it!) does not explain, but merely points out a fact, gives time for the child to get it, then tests him with perhaps two brief questions or directions. If the child shows that he has not understood or has not remembered, she leaves him without correction, without reproof, awaiting the time when he shall be ripe for this instruction. If he has understood she leaves him in peace to think it over.

The only class exercises are the exercises in silence, when the children have grown used to school and are willing to yield themselves to the teacher's suggestion. Then they are trained, in a kind of game, to "absolute immobility" and to the keenest aural and mental alertness. For the most part, however, the teacher requires no uniformity of position, no concerted action. There are no desks and no appointed seats for the children.

Ability to write and to read comes naturally as a result of the muscular and other sense-exercises. Fancy a child's discovering suddenly that he can write, and not being made to write until he has discovered the art! In the sense training the children have not only geometric figures to place in depressions of corresponding shape and size, but script letters cut out of wood. Having learned in this way the forms and sounds, the children trace sandpaper letters with their fingers, their eyes being closed or bandaged. They trace with one finger, with two fingers, and finally with a stick, held pencil-wise, their eyes now being

open. Then they are asked to place consonants and vowels at dictation, the combinations making syllables or short words. They soon find that they can represent with the blocks the sounds of words in their phonetically spelled language. This proves an absorbing game and they trace the syllables in sandpaper, repeating the sounds to themselves. One day some child discovers that he can write with crayon or pencil—and he does so, his eye and hand being trained—with no weariness, no absurd attempts to be corrected.

In a similar way they learn to read, though most children write first, since it is easier to represent the analysis of one's own speech than to gather an idea from someone else's analyzed speech. Dr. Montessori doesn't expect much in the way of thought-getting from these small folk, since obviously it is beyond them. They read with delight, however, friendly commands, brief observations about the weather, written thanks for some small service, etc. They study small slips of paper, on which messages have been written, and show by the performance of the indicated acts that they have understood.

In arithmetic the children use sticks that they have often arranged according to their varying length. These they count, and from these they gradually learn addition, subtraction, multiplication, and division, as well as the decimal notation. The decimeters in the length of these sticks are painted alternately red and blue. There are ten sticks, the first being one decimeter, the last ten decimeters in length. After arranging these according to the length and learning to count them, the children notice that the number of divisions on any given stick corresponds with the number of the stick. Putting one and nine together they have a length equal to ten; two and eight joined make another ten, etc. Finally turning over five on its end as a pivot, shows that two fives are equal to ten. They then add one to ten, two to nine, etc.

A certain pessimist once said, in looking back over his early life, that he was most thankful for the gaps in his education, for the intervals in which his mind and senses were left to themselves, when he wasn't being instructed. He ought certainly to rejoice in the principle of the Montessori method which allows a child to see and learn what his senses and mind are prepared for, which refuses to choke him with learning which is of no immediate interest or value to him and which, therefore, he must hate or distort.

If the method can be extended to meet the needs of more advanced children it should be tried patiently. It ought to do away with much confusion, much unrest, much distaste, much waste of energy on the part of both teacher and pupil. May the method or a modification of it conquer our persistent conviction that it is necessary to be wretched in order to grow wise, that order consists in painful rigidity, and that the good child is a passive child.

EN ROUTE

THE GRADUATION PROGRAM

By MONTANYE PERRY

It was not a very old auntie—hardly a middle-aged auntie—who went to visit her sister in one of Massachusetts's villages recently. She thought she was rather up to date in her knowledge of things educational and pedagogical, too, but she soon found that her bright-eyed niece in the country could enlighten her considerably on the question of the modern commencement.

All the way from New York, this lady thought about her niece, who has the good old New England name of Anne.

"Anne will graduate from the high school in June," she thought. "She's a pretty girl, and I will get her graduating dress while I'm there—something simple and girlish, but effective. I'll buy real lace for it, and a lovely sash and slippers. It's a great occasion in a girl's life, and she must look as well as the others."

She had a very enjoyable hour, thinking how pleased and grateful Anne would be. It was well that she did, for when the niece was made acquainted with the joys in store for her she was distinctly unimpressed.

"It's very nice of you to think of it, auntie," said Anne, in the sweetly tolerant tones with which the rising generation of today instructs its elders; "but, you see, I won't need the dress and things. We don't have commencement exercises. No one does, nowadays—at least, not in Massachusetts."

"Don't have commencement exercises!" exclaimed the bewildered aunt, "but what do you have? You graduate, don't you?"

"Certainly. On the last day of school the diplomas are handed out from the headmaster's desk. That's all there is to it; no fuss, no feathers, no stage fright or excitement. Our little party came off last week, in the Easter vacation."

"Will you kindly explain to an old-fashioned, unenlightened lady just what you mean, Anne?"

"Of course; only I supposed every one knew the proper thing for a graduating class to do nowadays. Instead of spending our money for clothes and photographs and folderols like that we had an eight-day trip to Washington."

"You didn't go alone?"

"No, indeed, we had the headmaster and two lady teachers for chaperons. We saw everything worth seeing, and had a perfectly lovely time!"

Here was an idea worthy of cultured New England! High school lads and lassies pre-

ferring the pleasures of educational travel to the delights of the senior reception, and the class-day dance. Truly, the world moves!

"But the trip must have been expensive, Anne. Were there many of the class who could afford to go?"

"Afford it! Did you ever see a family so poor that it didn't scrape together enough to buy a girl a new dress for the commencement exercises and another for class day, to say nothing of gloves and slippers and fans and flowers; a carriage to take her to three or four functions; two or three dozen high-priced photographs, and a bunch of other little expenses? The trip cost us \$33.50 apiece, and we had been saving up for it all the year. That dress you were talking about buying me would have cost as much as that!"

"Yes," admitted the aunt, "but what could you do on a trip like that, with so little money?"

"Everything! Wait till I tell you. We left Boston on Saturday afternoon by the Merchant and Miners', getting into Norfolk at seven o'clock Monday morning. We saw sights there for three hours, then took trolley and ferry to Old Point Comfort, where our headquarters for the day was the elegant hotel Chamberlain. We had lunch, visited Fortress Monroe and Hampton Institute, had dinner at the hotel, then took a boat and sailed up the Potomac. We reached Washington early Tuesday morning, and went to the hotel Bancroft, near the White House. Mr. Loring, the headmaster, had everything arranged for our sightseeing. We visited the White House and met the President; we saw the congressional library, the state, war and navy buildings, the patent office, the Botanical Gardens, Bureau of Engraving, Corcoran Art Gallery, National Museum, Smithsonian Institution, the treasury and the Washington monument. Mr. Loring explained everything beautifully, and we didn't get mental indigestion, either, for we had some free time every day, to rest our heads. One day we went out to Annapolis to see the Naval Academy, and one day we went to Mount Vernon and Alexandria. We had one of the seeing-Washington trips, too."

"And you mean to say that the \$33.50 covered all this?"

"Everything except the seeing-Washington, which was a dollar, and the Mount Vernon trip, which was seventy-five cents. These were optional, but everybody went. We left Washington Friday night and went by railroad to Philadelphia, arriving at 10:15. We had four hours to see the mint, Independence Hall and the liberty bell, before we went on to gay New York, where we stayed till Saturday night.

There we saw the Metropolitan Museum of Art, the Natural History Museum, and the new nine-million-dollar library. That night every one who had a dollar left went to the Hippodrome—and every one who didn't, borrowed a dollar of poor Mr. Loring and went, too. We got back in Boston Sunday morning. Now, wasn't that some journey?"

"It was, surely. And you say all the high schools do it?"

"A great many of them do, and the number increases every year. This is the third year for our school, and we were among the first to take it up. Most of the Boston suburban schools go. This year Ipswich, Cohasset, Whitman and Attleboro sent classes. Even Essex, a weenty little place with a half dozen in its class, went this year. There were hundreds of high school students in Washington in Easter week."

Auntie was so much impressed with the big-ness of the new idea that she called upon Mr. Loring to talk it over. She found his enthusiasm as great as Anne's, but he also sounded a few notes of warning.

"It's a fine thing," he declared earnestly. "It does away with all the foolish display at commencement time, which has troubled us all so much, if the trip is substituted for the usual graduation ceremonies. All schools do not adopt this plan, however. Some of them give a series of fairs, dances or other events through the year, and this money is used to pay the expense of the class trip. We did that one year, but it will never be repeated. The students did not appreciate the trip and try to get the most out of it, as they do when they pay for it themselves. We have instituted the stamp savings fund; students begin to save for their senior trip in the freshman year; this means that only the ones who really care for the trip can go. Then the leaders of the parties should be men with real authority, who can control their parties successfully. Many of the visitors ran wild this year, and got very little out of their trip that was good for them, because some well-meaning, but incompetent, citizen or citizeness had volunteered to conduct them."

"Another important thing: It should be definitely understood, when accommodations are arranged for at hotels, just what the provisions for comfort will be. I understand that some parties this year were packed into rooms like sardines in a box. But if all arrangements are made carefully, in advance; if there is a competent leader; if the students are prepared by careful preliminary instruction to appreciate the things they see and hear, the plan is a great success."

Questions or information on the subject of travel in this country or abroad may be addressed to THE SCHOOL JOURNAL, "En Route," 31-33 East Twenty-seventh Street, New York.

TWO ANSWERS TO A QUESTION.

E. L.—I should very much like to have the writer of the article on travel in Europe tell me how a woman can manage to carry enough clothing for a fifty-two-day trip in a suit-case.—*School Journal for April.*

Editor School Journal.—I didn't; I carried enough clothing for thirty-four days. Eighteen days were spent on the steamer, and the clothing for this part of the trip was packed in the steamer trunk which was stored in Liverpool. One needs warmer clothing, throughout, for the voyage, than is needed on land. A one-piece gown of dark blue serge is the most satisfactory thing for ocean travel. Let it be becoming, even giddy if you wish, but let it be absolutely in one piece—no separate belt to adjust; no collar or tie to struggle with. You may be addicted to tailored suits on land, but wait till you try to dress yourself with everything in your room spinning round and round like a top, and a queer feeling beginning to hover round the pit of your stomach, and see how glad you will be to slip into your one-piece gown and hasten on deck. Take a warm sweater, a long, rain-proof coat, the kind of cap that is most becoming to you, a veil to confine your tossing locks, and the prettiest shoes you own. Have one light gown to wear when you feel like dressing for dinner, or when you want to join in the evening dance or concert. When you near your landing place, pack all your steamer clothing except the raincoat and sweater in your steamer trunk. If you wish any pieces laundered before packing away, your stewardess will attend to it, but it is cheaper and simpler to wear inexpensive garments and throw them overboard, or give them to the stewardess, than to pay the ship's price for laundry.

The two things to avoid are, things which make a heavy weight to carry and things which require starching and ironing. Don't carry a lot of extras because you "might need them." You are not going into a wilderness where nothing can be purchased in case of need.

When I left the steamer I wore a blue serge tailored suit, a tiny straw hat, and a pair of high, laced boots. The day being cool, I wore a flannel shirtwaist. In my suitcase were three shirtwaists: one of pongee, one of china silk, and one of dark blue net. In a collar bag were a dozen linen collars for the pongee and flannel waists; these were sufficient for the month, as the other waists had attached collars. I had four combination suits of woven gauze—two rather heavy weight, and two thinner ones, to insure comfort in the changing climates—and two nightrobes of the same material. Thus, one of the greatest difficulties of travel was avoided; there was never any waiting for laundry. The chambermaid would take any of these garments and return them clean and dry in a few hours. I had two underskirts, one of black silk and one of black mohair, half a dozen

(Continued on page 319)

SUGGESTIONS FOR THE CLASSROOM

MEMORY GEMS FOR JUNE

(Saturdays and Sundays are omitted)

- (A) marks the selections for the younger children;
- (B) those for the more advanced pupils.

JUNE 3

- (A and B) And what is so rare as a day in June?
Then, if ever, come perfect days.
—LOWELL.

JUNE 4

- (A and B) There's never a leaf nor a blade too mean
To be some happy creature's palace.
—LOWELL.

JUNE 5

- (A) Sweet peas! Sweet peas!
The very sweetest of all sweet things,
Airily posed, like butterfly wings.
- (B) Oh, ho! it is June, and the blushing roses
Blossom lavishly everywhere.

JUNE 6

- (A) The little bird sits at his door in the sun,
Atilt like a blossom among the leaves.
- (B) Woodland odors, faint and rare,
Of fern and wild rose scent the air.
—W. W. CALDWELL.

JUNE 7

- (A) 'Tis as easy now for the heart to be true
As for grass to be green or skies to be blue.
- (B) A thing of beauty is a joy forever.
—KEATS.

JUNE 10

- (A) The ant is hard at work, and so the bee
In woods and meadows and the fragrant lea.
- (B) Beautiful hands are those that do
Work that is earnest, brave and true.
—KINGSLEY.

JUNE 11

- (A) The lily is all in white, like a saint.
- (B) There is a lesson in each flower,
A story in each stream and bower.
—SCOTT.

JUNE 12

- (A) With Freedom's soil beneath our feet
And Freedom's banner streaming o'er us.
—DRAKE.
- (B) Sheathed be the battle blade
And hushed the cannon's thunder;
The glorious Union God hath made
Let no man put asunder.
—MORRIS.

JUNE 13

- (A) We gathered flowers and wove us crowns.
- (B) Honored on land and sea,
Unsoiled forever be
Each stripe and star.
—W. P. TILDEN.

JUNE 14

- (A) All hail to the flag of our country,
The glorious red, white, and blue!
- (B) Peace blesses all our happy land,
One flag, from sea to sea.
Great God! each loyal heart and hand
And voice is praising Thee.
—D. H. KENT.

JUNE 17

- (A) Pussy-Clover's running wild,
Here and there and everywhere,
Like a little vagrant child
Free of everybody's care.
- (B) My name is June:
Mine are the longest days, the loveliest nights;
The mower's scythe makes music in my ear;
I am the mother of all dear delights;
I am the fairest daughter of the Year.

JUNE 18

- (A) Daisy-bud's eyes are yellow,
Yellow and round like the sun;
Such a bright-eyed little fellow
Surely loves kisses and fun.
- (B) I trust in nature for the stable laws
Of beauty and utility.
—BROWNING.

JUNE 19

- (A) Again, beside the roadside, blows
The pink, sweet-scented brier-rose.

- (B) Be good, and let who will be clever;
Do noble things, not dream them all day
long;
And so make life, death, and vast forever
One glad, sweet song.

—KINGSLEY.

JUNE 20

- (A) The swallows twitter about the eaves.
(B) Nature is a revelation of God;
Art, a revelation of man.

—LONGFELLOW.

JUNE 21

- (A) The rose is sweetest washed with morning
dew.
(B) The daisy by that shadow that it casts
Protects the lingering dew-drops from
the sun.

—WORDSWORTH.

JUNE 24

- (A) All the summer, to and fro
Busily the bees must go.
(B) What's in a name? That which we call a
rose,
By any other name would smell as sweet.

—SHAKESPEARE.

JUNE 25

- (A) Like the bee, in all I meet
I will only seek the sweet.
(B) For easy things that may be got at will,
Most sorts of men do set but little store.

—SPENCER.

JUNE 26

- (A) The children's clock in ev'ry town
Is dandelion's globe of down.
(B) The little four-leaved rosebud I love best,
That freshest will awake and sweetest go
to rest.

JUNE 27

- (A) The daisies white are nursery maids
With frills upon their caps.
(B) The buttercups across the field
Made sunshine rifts of splendor.

—MULOCK.

JUNE 28

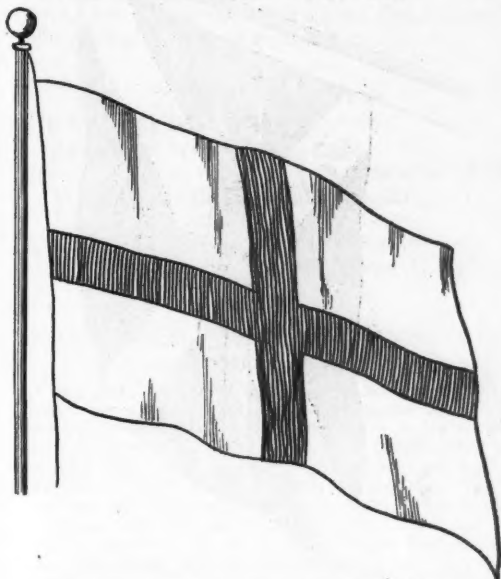
- (A) The daisies and the buttercups
Now merrily are growing;
And ev'rywhere, for June's sweet sake
Are crimson roses blowing.
(B) It is my faith that every flower
Enjoys the air it breathes.

—WORDSWORTH.

FLAG DAY MATERIAL.

How Our Flag Grew.

For centuries, certainly since the time of Edward III., the flag of England was the cross of St. George, a red cross on a white field.

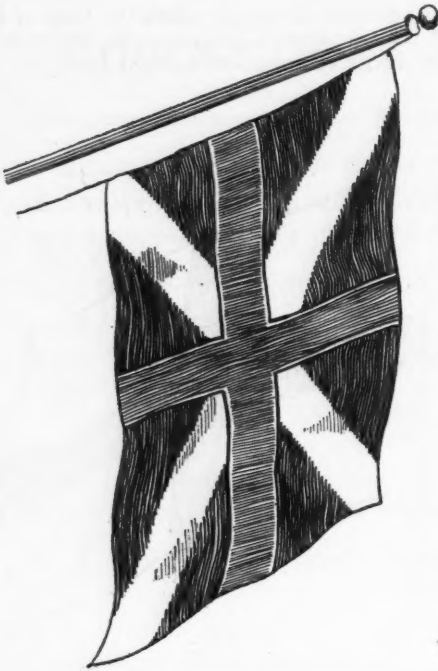


As St. George's cross was the flag of England, so St. Andrew's cross was the flag of the Scottish people. This cross of St. Andrew was a white cross on a blue field.



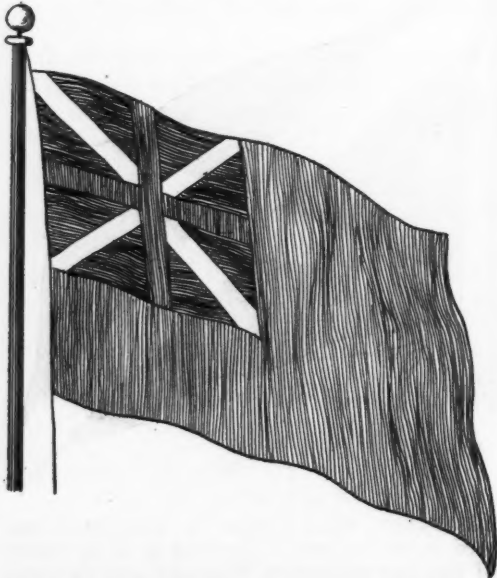
As we know, when James VI. of Scotland succeeded to the throne of England as King James I. of the two kingdoms, England and Scotland were united at last, after centuries of strife and war. The new sovereignty needed a new flag and naturally that flag was made by uniting the

crosses of St. George and St. Andrew in one field.



This was the King's colors but not the flag of England, which remained the cross of St. George as before.

It was about a hundred years later, that the union flag was adopted, a red ensign with the symbol of the union of England and Scotland in the upper and inner corner.



This was the ensign of England up to the time of the Revolution; but in comparing it with the English flag of to-day we must note a

difference, a change which tells of an event some twenty years after the revolution, when Ireland was added to the union and the red cross of St. Patrick was added to the flag.

The English colonies before the Revolution of course used the flags of England, but they thought that they should have upon them symbols of their own, just as Canada and Australia do to-day.

There were never any official colonial flags, however, and the variations were many. One of the best-known forms was the pine-tree flag of New England, having the red ensign, the cross of St. George and a pine tree.



When, suddenly, an army of Americans gathered about Boston, it was necessary to have a common flag, and one easily recognized. A committee headed by Benjamin Franklin, came



to Cambridge and after consultation with Washington, decided upon this expressive emblem.

The stripes that here appear for the first time show the union of thirteen colonies; but the crosses that remain show the loyalty of those English colonists to their mother country. The union was as yet for their rights as British subjects, not for their independence.

Within a year this condition changed; independence came and with it the need of a change in the flag. Naturally the stripes remained, and the crosses disappeared. The stars of a new constellation was perhaps the idea that pictured itself in the minds of Congress, and thus it happened that white stars on a blue field appeared.



It was nearly a year after the Declaration of Independence before this flag was adopted and the date was just one hundred and thirty-five years ago the 14th of June, 1912. This was the flag to which Cornwallis lowered his standards, and under which Washington was inaugurated. But before Washington finished his term of office, two new states had come into the Union and at that time Congress ordained a flag with fifteen stars and fifteen stripes. Few people are aware, by the way, that our flag ever had more than thirteen stripes. The war of 1812 was fought under this flag, although the number of states was increasing.

In 1818 there were twenty states, five of them unrecognized by the flag. Evidently it would not do to go on increasing the number of stripes, and so by act of that year the stripes were reduced to thirteen to represent the beginning and the stars increased to show the existing number of states.

The act of 1818 is still in force and the changes there directed by law have come at odd times as the states have been increased from twenty to forty-six; the last added star being that of Oklahoma. The two new states which

bring the number to forty-eight will be officially recognized by their added stars on and after the Fourth of July.

Thus it is that the flag of the United States should arouse in us an intelligent patriotism, intelligent because its colors, stripes, stars and form are continually telling us the history and the character of our country.

Selections in Verse

Up with our banner bright,
Sprinkled with starry light,
Spread its fair emblems from mountain to shore,
While through the sounding sky
Loud rings the Nation's cry,—
Union and Liberty! One Evermore!
—*Oliver Wendell Holmes.*

The Flag of Our Country

Twenty Fourth Grade Pupils

One pupil leads, carrying large American flag, and takes his place on platform at extreme right. Nineteen children follow, each carrying a large white letter. It is suggested that the letters forming the words of the title be mounted on alternate red and blue shields, as THE on red, FLAG on blue, etc. The pupil bearing the first letter stands opposite the leader at extreme left, the others standing so that the words may be easily read. Each pupil recites one line, except the nineteenth, who recites two lines.

There is our country's banner
Held by a loyal hand;
Each heart holds it in honor

Floating o'er all the land.
Love it we shall forever,
And as we older grow,
Great hope be ours that never

Our nation's blood shall flow.
From ocean vast to ocean

O, may men ever be
United in its devotion,
Reliant, safe, and free.

Colors, crimson, blue and white,
Of these our flag is made;
Unfurled, floating in the light
Ne'er will its glory fade.
Those white stars on field of blue
Reveal the Union strong,

Yea, patient, stanch, sturdy, true
In making right, in breaking wrong.

Leader with flag steps forward to center of the platform. At signal the school rises and in concert gives the oath of allegiance to the flag.

O Starry Flag of Union, Hail!

O starry flag of Union, hail!
Now wave thy silken folds on high,
The gentle breeze that stirs each sail
Proclaims a broad dear freedom nigh.

Who dares haul down from mast or tow'r,
Yon emblem of Columbia's pride.
His life holds light in that dread hour,
Since brave men for that flag have died.

We raise no hand for strife or war,
We plead for peace for ev'ry land;
But love we always each bright star,
Each color, stripe, and rainbow strand.

Blue field, thy stars for ev'ry state;
Thy crimson stripes, thy peerless white,
Wave now o'er us, while our chorus
Swells our watchword, God and Right!

—Charles W. Johnson.

A Song For Flag Day.

Your flag and my Flag!
And how it flies to-day
In your land and my land
And half a world away!
Rose-red and blood-red
The stripes forever gleam;
Snow-white and soul-white—
The good forefather's dream;
Sky-blue and true blue, with stars to gleam
aright—
The gloried guidon of the day; a shelter through
the night.

Your Flag and my Flag!
And, oh, how much it holds—
Your land and my land—
Secure within its folds!
Your heart and my heart
Beat quicker at the sight;
Sun-kissed and wind-tossed,
Red and Blue and White.

The one Flag—the great Flag—the Flag for me
and you—
Glorified all else beside—the Red and White and
Blue!

Your Flag and my Flag!
To every star and stripe
The drum beat as hearts beat
And fifers shrilly pipe!
Your Flag and my Flag—
A blessing in the sky;
Your hope and my hope—
It never hid a lie!
Home land and far land and half the world
around,
Old Glory hears our glad salute and ripples to
the sound.

—Wilbur D. Nesbit.

The American Flag.

When Freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there.
She mingled with its gorgeous dyes
The milky baldrick of the skies,
And striped its pure celestial white
With streakings of the morning light;
Then from his mansion in the sun
She called her eagle bearer down,
And gave into his mighty hand
The symbol of her chosen land.

Joseph Rodman Drake.

SELECTIONS IN PROSE.

The Star Spangled Banner.

The Star-Spangled Banner! Was ever flag so beautiful, did ever flag so fill the souls of men? The love of woman; the sense of duty; the thirst for glory; the heart-throbbing that impels the humblest American to stand by his colors, fearless in the defense of his native soil, and holding it sweet to die for it—the yearning which draws him to it when exiled from it—its free institutions and its blessed memories, all are embodied and symbolized by the broad stripes and bright stars of the Nation's emblem, all live again in the lines and tones of Key's anthem. Two or three began the song, millions join in the chorus. They are singing it in Porto Rican trenches and on the ramparts of Santiago, and its echoes, borne upon the wings of the morning, come rolling back from far away Manila; the soldier's message to the soldier; the hero's shibboleth in battle; the patriot's solace in death! Even to the lazy sons of peace who lag at home—the pleasure-seekers whose merry-making turns the night to day—those stirring strains come as a sudden trumpet-call, and, above the sounds of revelry, subjugated for the moment to a stronger power, rises wave upon wave of melodious resonance, the idler's aimless but heartfelt tribute to his country and his country's flag.—
Henry Watterson.

Our Flag.

There is the National flag! He must be cold, indeed, who can look upon its folds, rippling in the breeze, without pride of country. If he be in a foreign land the flag is companionship and country itself, with all its endearments. Who, as he sees it, can think of a state merely? Whose eye, once fastened on its radiant trophies, can fail to recognize the image of the whole nation? It has been called a "floating piece of poetry"; and yet I know not if it has any intrinsic beauty beyond other ensigns. Its highest beauty is in what it symbolizes. It is because it represents all, that all gaze at it with delight and reverence. It is a piece of bunting lifted in the air; but it speaks sublimely, and every part has a voice. Its stripes, of alternate red and white, proclaim the original union of thirteen states to maintain the Declaration of Independence. Its stars, white on a field of blue, proclaim that union of states constituting our national constellation, which receives a new star with every new state. The two, together, signify union, past and present. The very colors have a language, which was officially recognized by our fathers. White is for purity, red for valor, blue for justice; and all together—bunting, stripes, stars and colors blazing in the sky—make the flag of our country, to be cherished by all of our hearts, to be upheld by all of our hands.—Charles Sumner.

HOW PLANTS GET THEIR FOOD

By T. A. TEFFT

Most persons know that the plant takes water from the soil through its roots, together with plant-food which is dissolved in the soil water; but the facts about the interesting activities of these roots too often remain a secret of the soil. These activities may seem obscure; but let us handle the plant, make a few simple experiments, and see what the study yields. Any teacher can easily make these experiments herself, and prove what she is reading. In this study we are concerned with the one question of how the plant gets water and other foods from the soil.



In Fig. A is a radish plant ready for the table. It has developed no seeds, but it has stored up food in the enlarged root, and for present purposes we may consider it a mature plant. To begin with, observe how its root system is constructed. The plant has been pulled out of the soil in which it was growing. At the end of the large, fleshy root is a common-sized root (a), to which little rootlets (b) are attached. Then there are rootlets (c) attached to the fleshy root at various places near the base; this we expected, knowing that the fleshy root is but an enlarged part of the tap-root. But the little rootlets which we see so readily are not the smallest kind of root structures. There are numerous and yet smaller structures which we do not see at all when we handle the plant so roughly.

Next we will carefully germinate some radish seeds so that no delicate parts of the roots will be injured. For this purpose simply sow a few seeds in packing-moss or between the folds of some black cloth, being careful to keep them moist. In a few days the seeds have germinated, the roots have grown an inch or two, and branched once or twice, perhaps. Lift the moss carefully, or open the folds of the cloth. Fig. B shows what will be found. Notice that at a distance of about a quarter of



an inch from the tip the root is covered with a delicate fringe of hairs. They are actually hairs, that is, root hairs. Touch them and they collapse, they are so delicate. Dip one of the plants into water; when removed the hairs are not to be seen; the water mats them together along the root so that they are no longer visible. No wonder we cannot see root-hairs well when a plant is pulled out of the soil, be it done ever so carefully. The delicate root-hairs clothe all the young growing rootlets, and we can hardly estimate what a great amount of soil is thus brought into actual contact with the plant. The value of this contact we shall soon see.

Root-hairs are not young roots. They never grow larger. The rootlet is fleshy and more or less solid. The root-hair is a single plant cell, shaped like a tube, within the wall of which is contained the living matter of the plant. The cell wall and the membrane which lines this wall permit water and substances dissolved in water, as sugar is dissolved in tea, to pass in by a very interesting process. Being long and tube-like, these root-hairs are especially adapted for taking in a large quantity of water. The root-hairs are the principal means by which water and plant-food are absorbed from the soil by the plant, although the surfaces of the rootlets themselves do their part. Water-plants do not need an abundant system of root-hairs, and such plants depend largely upon their rootlets.

The root-hairs do not suck up water from the soil through little holes or pores, but it is absorbed through their walls. To understand better how the root-hairs absorb water from the soil, let us make a simple experiment. First dissolve one ounce of saltpetre, which we may call "Solution 1." For use in some experiments later on, also dissolve a piece of saltpetre, not larger than a peach pit (about 1-7 ounce), in about one gallon of water, calling the latter "Solution 2." Now fill a tube (labeled A in Fig. C) almost full of the strong Solution 1 and tie a piece of animal mem-

brane (hog's bladder is excellent for this purpose) over the large mouth. A small funnel, with a long stem, may be used if one can not obtain a tube like C. Then sink the tube, bladder part downward, into a large bottle of water, until the liquid in the tube stands at the same height as that in the bottle. The tube may be readily secured in his position by passing it through a hole in the cork of the bottle. In a short time we notice that the liquid in the tube or funnel begins to rise, and in an hour or so it may stand above the cork.

This is an important result; it explains many things. The fact is that the liquids have diffused, or mixed, one with the other. Pure water in both vessels would pass both in and out equally, but the salt which is in the solution in the bottle diffuses or mixes very slowly. Since the slowly diffusing salt solution replaces a part of the readily diffusing water, the total water coming in will be greater than the total salt solution going out. Then there is evidently absorption of water and pressure in the tube, which forces the liquid up higher in the tube than it stands in the bottle. The liquid in the tube would continue to stand higher than in the bottle while this absorption goes on, or until the salt becomes equally diffused in both the bottle and the tube. Thus we know that if a strong fertilizer solution, or any solution which is denser than water, is separated from water by a membrane, it will absorb water through the membrane.

This experiment enables us to understand how the countless little root-hairs act—each one like the tube, if only the whole surface of the tube were a bladder membrane or something acting similarly. The soil water is a much weaker solution than that which we put in the bottle; only a very little plant-food is dissolved in the soil water. The active little root-hairs, on the other hand, are always filled with cell sap, which is a much more concentrated solution than the soil water. Hence soil water is absorbed through wall-membranes into the root-hairs, together with some of the plant-food which it contains, just as the water in the tube drew in water from the bottle through its artificial wall, the membrane. After having got into the root-hairs the soil water passes up into the rootlets, the roots, and then the stem of the plant by the same process. Finally it reaches the leaves, where under the influence of sunlight, the food taken from the soil water is united with the food taken from the air through the leaves, and an important plant-food, starch, is formed.

The plant-food taken from the soil and from the air is, we might say, something like the raw ingredients of bread, as flour, milk, yeast, lard, salt. These must be mixed and baked before the bread is palatable and nutritious. Just so the ingredients of any true plant-food, such as starch, must be mixed and prepared in the plant-kitchens, which are the leaves. This

is why healthy leaves are so necessary to healthy plant growth.

The plant absorbs plant-food solutions from the soil as long as they are needed for the growth of the plant. The plant-foods which are dissolved in the soil water also diffuse themselves, although slowly, through the membrane of the root-hairs, each ingredient tending to become as abundant inside the root-hair as it is outside in the soil water. Once inside the root-hair, these absorbed plant-food solutions pass on to root and stem and leaf to be utilized in growth. As long as they are used up, however, more must pass into the root-hairs, in order to restore the equilibrium. Thus those substances which are needed must pass in as long as the land can furnish them in a soluble form.

All parts of the root, even the fleshy part, can absorb some water. We have illustrated absorption by an artificial arrangement because the root-hairs are so small that they can not be seen readily. To experiment further with this principle of absorption, we may cut several slices of potato tuber about one-eighth of an inch in thickness, and let them lie in the air half an hour. Put a few of these slices into some of the strong fertilizer Solution 1, such as was used in the tube. Put other pieces into some of the very weak Solution 2. In about half an hour or more we find that those pieces in the weak solution are very rigid and stiff. They will not bend readily when held lengthwise between the fingers. Compare these slices with those in the strong solution, which will be found very flexible. This bending is evidently due to the fact that those in the strong brine have actually lost some of their water. So the potato tuber could take in soil water from a solution which had dissolved in it a small amount of plant-food; but if too much of such food material is put in the potato would actually lose some of the water which it held.

The experiments which have been made not only demonstrate how the roots absorb water containing plant-food, but also emphasize the fact that the soil solution must be very weak in order that the water may be absorbed at all. The root-hairs absorb only water which has dissolved but a small amount of plant-food from the richness of the soil, and not such rich solutions as the sap of the plant itself; and when solutions are absorbed, each salt is taken up.

Austria is the only country in Europe which has compulsory evening continuation schools for boys from 14 to 16 years of age. In Germany compulsory continuation schools are held in the daytime. In Russia, Finland and Belgium there is no compulsion on parents to send their children to school either day or night.

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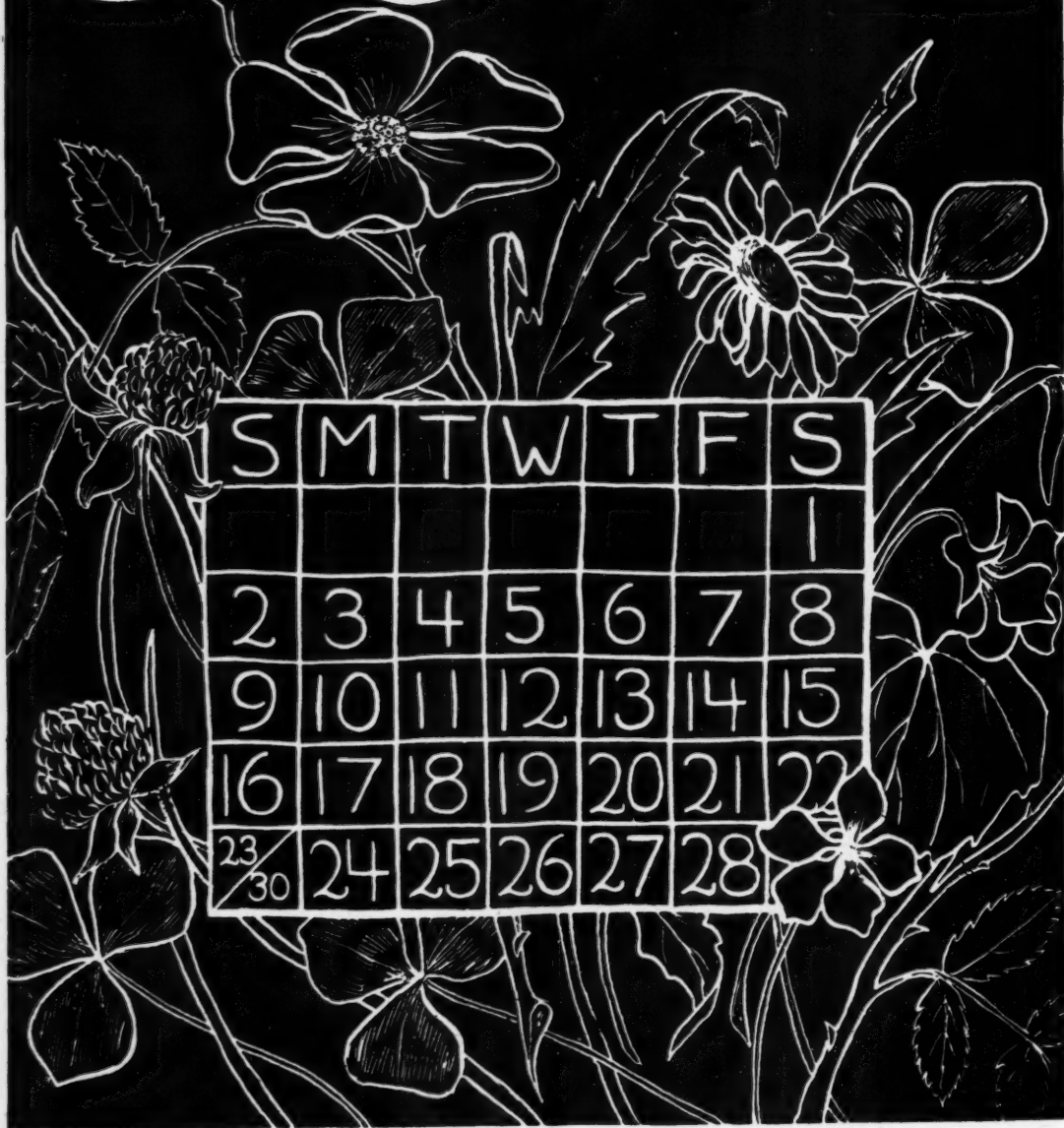
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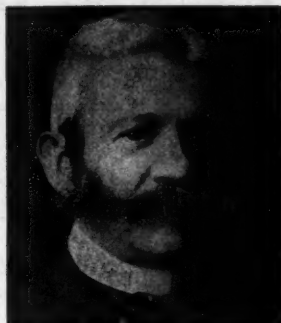
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Calendar for June



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CURRENT EDUCATIONAL ARTICLES

THE MAY MAGAZINES

The Popular Science Monthly in an article on higher education in awakening China has this to say:

The difficulties of higher secondary educational work are numerous, among them the necessity of conducting it in some foreign language, usually English. This is not due, as might be at first supposed, to the necessity of employing foreign instructors, but is rather because it is not practicable to translate text-books of university grade into Chinese; to teach the students the foreign language being at once easier and better. This is one of the problems of the future; foreign instructors are expensive; the use of foreign language by native instructors will present many difficulties, while those encountered in the preparation of advanced text-books in the Chinese language are almost insuperable.

English eyes, in the Nineteenth Century, see points about education at West Point which some Americans fail to appreciate.

But the ruling principle at West Point is, first and foremost, the development of a lad's character, which implies self-knowledge, self-control, and self-reliance. As the college authorities emphatically state, classroom work, though essential, is but a very poor article unless grounded on a high standard of personal character. In order to attain this end, the cadets of West Point are subjected to a system of discipline and training which would astonish the students of our public schools and colleges. The result, however, of this system is admirable—the knowledge, patriotism, manners and customs of the West Point men are proverbial throughout the United States, and would seem to be all one could desire.

From "A Composition on Red Ink" in the English Journal are these sentences:

"We have been composition-mad for ten years."

"Red-ink correcting kills inch by inch."

"Make as careful a study of boys and girls as you have made of Shakespeare and Milton."

"If a boy has a commonplace mind, he ought to produce commonplace themes."

"Recess time belongs to the pupil; and when school is dismissed; it should be dismissed."

This same English Journal (Chicago University) commends itself to teachers of English by its efforts to inject sense into the teaching of that subject. We quote further:

In other words, we are making a tremendous effort to teach the names of rhetorical tools before the student has seen or understood the thing itself—furnishing handles without the instrument to which to attach them. We are making a tremendous ado about practice in expressing without any ideas to express or any models to inspire the best modes of expression. Finally, with a false hyper-criticism, we are actually teaching innumerable errors—we are condemning as

improprieties the fundamental idioms of the language.

The June Magazines.

John Burroughs gives his attention to school matters in the June Century.

I am not always in sympathy with nature-study as pursued in the schools, as if this kingdom could be carried by assault. Such study is too cold, too special, too mechanical; it is likely to rub the bloom off nature. It lacks soul and emotion; it misses the accessories of the open air and its exhilarations, the sky, the clouds, the landscape, and the currents of life that pulse everywhere.

I myself have never made a dead set at studying nature with note-book and field-glass in hand. I have rather visited with her. We have walked together or sat down together, and our intimacy grows with the seasons. What I have learned about her ways I have learned easily, almost unconsciously, while fishing or camping or idling about. My desultory habits have their disadvantages, no doubt, but they have their advantages also. A too strenuous pursuit defeats itself. In the fields and woods more than anywhere else all things come to those who wait, because all things are on the move, and are sure sooner or later to come your way. * * * * *

The other day I saw a lot of college girls dissecting cats and making diagrams of the circulation muscle attachments, etc., and I thought it pretty poor business unless the girls were taking a course in comparative anatomy with a view to some occupation in life. What is the moral and intellectual value of this kind of knowledge to those girls? Biology is no doubt a great science in the hands of great men, but it is not for all. I myself have gotten along very well without it. I am sure I can learn more of what I want to know from a kitten on my knee than from the carcass of a cat in the laboratory.

Coming educational meetings and events: June 12-19, National Conference of Charities and Corrections, Cleveland, O. June 14, Flag Day. June 19-21, West Virginia Education Association, Wheeling. June 24-27, Catholic Educational Association, Pittsburgh, Pa. June 25-27, Kentucky Educational Association, Louisville. July 2-5, American Institute of Instruction, North Conway, N. H. July 6-12, National Education Association, Chicago.

The annual expenditure for text-books in the schools of the United States is about \$12,000,000, or 15 cents for each inhabitant, or 63 cents per pupil. This includes schools of all grades, both public and private, and the colleges. The annual expenditure for text-books used in the public schools is from 45 to 60 cents for each pupil, as shown by official records.

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BOOKS OF THE DAY

Calling a Halt.

The specialists have gone too far in the teaching of science, and an apparently reactionary movement is really a step forward. A course in general science for the first year of the high school was ably advocated by Director Ryneerson, of Pittsburgh, in the last number of the *Journal*; and the time is ripe for trying out his ideas. The smaller schools which fall in with this proposition will need the help of a textbook.

Bertha M. Clark's *General Science** is such a book. Of course, there is vagueness in the word "general." It may mean much or little. But as Doctor Clark has worked it out it is largely physics and chemistry, a touch of hygiene, with the emphasis all along on the informational topics.

Electricity brings us to electric stoves, flat-irons, toasters, and to an electric pad that will take the place of a hot-water bag and not leak disconcertingly over the sheets. From pumps and water pressure we get on to the water problem of the city.

There are many good points about the book, but for clear explanation without waste of words the volume takes the first prize. The reader can even get some idea of the working of a turbine engine. Probably the book will be criticised by some of the fervid specialists; but on the other hand we are getting a little tired of certain of the specialists.

Brief Mention.

Everyday Problems in Teaching. By M. V. O'Shea, Professor of Education, The University of Wisconsin. 388 pages. The Bobbs-Merrill Company, Indianapolis, Ind.

Mr. O'Shea continues to say things in a good many pages. To conclude there are problems. This is one:

When a certain pupil in the seventh grade first encountered the word "genuine," he pronounced it "genuine." How would you make him take the initiative in correcting his mistake?

Give it up. We had the idea that compulsion rather interferes with initiative.

German for Daily Use. Comprising Conversations for Journeying and for Daily Use in Town and Country. By E. P. Prentys. German Revised by Frau Alma Bucher. Size 3½ x 5. 178 pages. Price, 50 cents net. William R. Jenkins Company, New York.

**General Science.* By Bertha M. Clark, Ph.D., Head of Science Department, William Penn High School for Girls, Philadelphia, Pa. Cloth, 12mo, 368 pages, illustrated. 80 cents. American Book Company, New York.

The usual question and answer method. All right to use on the slow steamer going over. But the proper question is hard to find when you are on the spot.

The School in the Home. Talks with Parents and Teachers on Intensive Child Training. By A. A. Berle, A.M., D.D., Professor of Applied Christianity in Tufts College. 210 pages. Price, \$1.00 net. Moffat, Yard & Co., New York.

The words of a layman who does not put the onus of education entirely on the teacher.

In the country village where I am writing this there is a man who for years has done here what every parent and teacher should do. This genial lover of his kind, until infirmity prevented him from continuing his practice, used to go to the village library, when it was opened for the drawing of books on Saturday afternoon, and lounge around the place watching the boys and girls as they came to draw books. Friendly with them always, he used to note their perplexity, and answer before it was uttered the question, "What shall I get?" by a suggestion here and a bit of information there, and by easy stages he got the young people to read desirable things and has for years done a most valuable work.

First Year Harmony. By Thomas Tapper. 156 pages. Price, \$1.00 net. Arthur P. Schmidt, 136 Fifth avenue, New York.

First Year Musical Theory (Rudiments of Music). By Thomas Tapper, Ltd.D., Lecturer at New York University, at the Cornell University Summer School, and at the Institute of Musical Art of the City of New York. 115 pages. Price, \$1.00 net. Arthur P. Schmidt, 11 West Thirty-sixth street, New York.

First Year Melody Writing. By Thomas Tapper, Lecturer in New York University. 135 pages. Price, \$1.00 net. Arthur P. Schmidt, 11 West Thirty-sixth street, New York.

Amid the multiplication of school books of doubtful utility these primers in music seem to be worth while. With them even the reviewer believes that he could have learned to sing by note.

A New Analogical Method of Teaching Spelling. Part I. The Vowel System. By A. Zuckerman, 939 Eighth avenue, Room 200, New York. 12 pages with charts. Published by the author.

Any attempt to show rule and reason in English spelling should have recognition, even if the author does spell the pronoun *its* with an apostrophe.

Primary Speller. By Edwin S. Richards, Principal Public School, Elizabeth, N. J. 130 pages. Cloth. 25 cents net. D. C. Heath & Co., New York.

Ideas similar to the above, worked out in the shape of a speller for the first four years in school, are in the book of Mr. Richards. The work aims to help in improving the neglected spelling of the earlier grades. Here again is an intelligent effort to show how large a number of English words are spelled rationally and phonetically, and then to direct the orthographic attack against the residue.

Health and Medical Inspection of School Children. By Walter S. Cornell, M.D., Director of Medical Inspection of Public Schools, Philadelphia; Lecturer of Child Hygiene, University of Pennsylvania; Director of Division of Medical Research, New Jersey Training School for the Feeble-minded, etc. Illustrated with 200 half-tone and line engravings, many of them original. 614 pages. Price, \$3.00 net. F. A. Davis Company, Philadelphia.

What has been done in the opening years of the century to promote and safeguard the health of children is here gathered and presented in a classified and intelligent manner. If it is not practicable that every teacher own this book, it is certainly desirable that it be in reference libraries and in the offices of principals and superintendents.

Children's Classics in Dramatic Form, Book Five. By Augusta Stevenson, formerly a teacher in the Indianapolis Public Schools. Illustrated by Clara E. Atwood. 326 pages. 60 cents net. Houghton Mifflin Company, Boston.

There may be something gained by a crude dramatization of the story of Nathan Hale; but when one of Dickens' classic Christmas Carols is chopped up into school-teachery dialogue, it strikes us as something like desecration. It is as though one of our mother's choicest stories, a thousand times told, had been put into dialogue and acted in order to interest us with its "vivid portrayal." Ugh!

Selections from the Riverside Literature Series for Fifth Grade Reading. 218 pages. 40 cents net. Houghton Mifflin Company, Boston.

Selections from the Riverside Literature Series for Sixth Grade Reading. 222 pages. 40 cents net. Houghton Mifflin Company, Boston.

These selections maintain a standard of excellence befitting the series and the publishers. The ownership of copyrighted publications of such writers as Longfellow, Warner, Aldrich, Burroughs, and Joel Chandler Harris enables the publisher to present some exceptionally good modern selections with the old-time favorites.

The Education of Catholic Girls. By Janet Erskine Stuart. With a Preface by The Archbishop of Westminster. New Impression. 243 pages. Longmans, Green & Co., New York.

It is profitable for the teacher of any religious belief to learn, as he can from this book, where the ideas of the Catholic church coincide with

the educational trend and likewise wherein the two differ.

The Utopia of Sir Thomas More. Edited with Introduction, Notes and Glossary. By William Dallam Armes, M. L., Associate Professor of American Literature, University of California. 346 pages. 60 cents net. The Macmillan Company, New York.

Robyson's English translation, with modern spelling, in convenient form.

A Beginner's Star-Book: An Easy Guide to the Stars and to the Astronomical Uses of the Opera-Glass, the Field-Glass and the Telescope. By Kelvin McKready. With Charts of the Moon, Tables of the Planets and Star Maps on a New Plan. Including seventy illustrations. 148 pages. \$2.50 net. G. P. Putnam's Sons, New York.

The schools of to-day, which teach so much about antennæ, petals and digestive juices, are not pointing us upward toward Orion. Perhaps that's a wise omission, so that we may get out of school without having it ground into us that astronomy is a deadly bore. Then we may take it up in after days as a pleasurable study. Mr. McKready's book, with its charts, tables and suggestions, is the one to help us. Particularly good are the instructions for the use of the opera-glass and field-glass.

Farm Boys and Girls. By William A. McKeever, Professor of Philosophy, Kansas State Agricultural College. 326 pages. \$1.50 net. The Macmillan Company, New York.

This book is one of the Rural Science Series, edited by L. H. Bailey, whose name is something of a guarantee of useful information plainly worded. *Farm Boys and Girls* is written for parents and teachers of country children. Some of the children themselves would enjoy the book.

Productive Farming. By Kary Cadmus Davis, Ph.D., Professor of Agronomy and Principal of the Short Courses, New Jersey College of Agriculture (Rutgers). 357 pages. J. B. Lippincott Company, Philadelphia, Pa.

One of the many books now issuing to prove that we are in favor of productive farming not only theoretically but practically. We wonder if the farmers of the land are not viewing this movement toward agricultural efficiency with a sort of grim humor and saying, "Wall, durn you, now that you have to pay so much for what you eat, you begin to see who's who in America."

Individual Singing Exercises, Fifth Grade. By Arthur J. Abbott, Supervisor of Music, Manchester, N. H. 32 pages. American Book Company, New York.

Individual Singing Exercises, Sixth Grade. By Arthur J. Abbott, Supervisor of Music, Manchester, N. H. 32 pages. American Book Company, New York.

Some of the points that seem to be well taken by the author are that there is a demand for "graded material suitable for individual application of class teaching and drill"; that "by the use of these exercises each pupil will see and

hear what the individual is attempting; and as one pupil sings, other members of the class will mentally sing and mentally pass judgment upon the effort. He contends that "individual singing is more desirable as an aid in training the pupil to depend upon himself, and to help him become an independent thinker and doer, than as a test of his ability to sing at sight."

Old Time Tales. Edited by Kate Forrest Oswell. Illustrated. 245 pages. Price, 40 cents net. The Macmillan Company, New York.

This volume of Everychild's Series gives us some of the famous folk tales of the world such as *The Four Clever Brothers*, *The Bear and the Troll*, *Saint George and the Dragon*, *Robin Hood and the Bishop*, *The Barber's Clever Wife*.

Selections from Huxley. Edited by John P. Cushing, Head Master of the New Haven High School. 16mo, semi-flexible cloth. 82 pages. Price, 25 cents. Ginn & Co., Boston.

This volume of the Standard English Classic Series is a serviceable compilation and includes the *Autobiography*, and three lay sermons: *On Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*. A concise introduction and adequate notes complete the volume.

The Students' Hymnal. Edited by Charles H. Levermore, Ph.D., President of the Adelphi College, Brooklyn. 218 pages. Price, 50 cents. Ginn & Co., Boston.

The two hundred and fifty hymns admitted to this collection have been chosen with especial reference to their fidelity in the expression of religious experience, their depth of feeling, and their poetic merit. These hymns are joined to about two hundred tunes, arranged with reference to the needs of the average singing voice, and chosen because they are believed to possess dignity, strength, musical beauty, and acceptability.

Outlines of the History of Education. Edited by William B. Aspinwall, Pd.M., Ph.D., Professor of the History and Principles of Education, New York State Normal College, Albany, New York. Price, 80 cents net. The Macmillan Company, New York.

A topical arrangement of the history of education which easily lends itself to additions and subtractions.

The European Beginnings of American History, An Introduction to the History of the United States; Designed for Grammar Schools. By Alice M. Atkinson. 12mo, cloth. xxi + 398 pages. Illustrated. Price, \$1.00. Ginn & Co., New York.

It might be called the English beginnings. The Phœnicians and the Dutch, for instance, do not seem to appear.

A Fifth Reader. By Clarence F. Carroll, M.A., formerly Superintendent of Schools, Rochester, New York, and Sarah C. Brooks, formerly Principal of the Teachers' Training School, Baltimore, Md. 479 pages. 75 cents net. D. Appleton & Co., New York.

Also by the same *A Reader for the Sixth Grade.* 288 pages. 50 cents net. And

A Reader for the Seventh Grade. 288 pages. 50 cents net.

The authors say that they have tried to choose selections representative of the great interests of mankind and those qualified to stimulate the best ethical and moral sense. They have well succeeded, without following in the beaten track of compilers, and, on the other hand, without filling their readers with ephemeral novelties.

The Teaching of Primary Arithmetic: Riverside Educational Monographs. By Henry Suzzello. 124 pages. 60 cents. Houghton Mifflin Company, Boston.

Here we find that it may be good to know why we carry in addition, but that it is a mighty sight more important to learn to carry surely without dropping anything. The author takes a tilt at the child study which catalogues the obvious, the overuse of pretty and fantastic objects in counting, and at those who teach arithmetic for all sorts of cultural purposes. The best tendencies of the present time, we are told, are: 1. Skill in the fundamental operations; 2. Ability to interpret ordinary situations; 3. Bringing to bear knowledge of numbers in situations demanding judgment.

Experimental Physics. By C. H. Smith, W. E. Tower and C. M. Turton, Instructors in Physics in Chicago High Schools. Pp. xxv+324. Cloth. Ginn & Co., Boston, Mass.

An excellent, truly modern, and abundantly extensive laboratory manual. "It is all here." This revision of Nichols, Smith and Turton's "Manual of Experimental Physics" has a larger number of experiments and is so much rewritten as to be practically a new manual. A very helpful introduction of thirteen pages offers valuable suggestions for teachers and pupils. Its adaptability is shown in the references to well-known texts and is further shown in the large number of experiments which permits a selection of simpler experiments for a first-year course, and of the more difficult ones for a second year's work. This book sets a high mark for its wealth of reference tables. Its list of serviceable appendices will meet with favor. The bibliography is up-to-date, even to aviation and aeronautics.

Text Book of Physics. By C. E. Linebarger, Lake View High School, Chicago. Pp. viii + 471. Cloth. D. C. Heath & Co., Boston, Mass.

This book accomplishes the gospel proclaimed in its preface. In the treatment of most of the topics "the clear-cut definitions, the careful description of apparatus well illustrated, and the numerous applications of principles" are noticeably well done.

The book would be improved if the "pertinent historical items" had more of the personal element in them. The newer views and theories are rightly handled by being only briefly considered. Much attention has been given to applications. They are numerous and varied.

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The book reminds one of that series of excellent texts which existed a little while before the "New Movement" came into being and which was led by Gage's "Principles of Physics."

Laboratory Problems in Physics. By Franklin T. Jones, University School, Cleveland, and Robert R. Tattall, Northwestern University. Pp. ix + 81. Cloth. Illustrated. — cents. 1912. The Macmillan Company, New York.

This little book is a revision of Crew and Tattall's *Laboratory Manual of Physics*. It is designed to accompany Crew and Jones's *Elements of Physics*, but may be a welcome adjunct to any secondary text in physics. The most distinctive feature is the series of practical applications at the conclusion of each exercise. The style is direct and clear and with the arrangement stresses the principle to be learned rather than the method by which it is learned. The questions seem at times to be forcing the student. The dull paper is a hygienic improvement compared with that of the old Crew and Tattall manual; but the latter was more inviting because of its spacing and less crowded pages.

First Year in Number. By Franklin S. Hoyt, formerly Assistant Superintendent of Schools, Indianapolis, Indiana, and Harriet E. Peet, Instructor in Methods of Teaching Arithmetic, State Normal School, Salem, Massachusetts. 129 pages. 35 cents net. Houghton Mifflin Company, New York.

The children who are introduced to arithmetic by means of this book will not imagine that there is any drudgery connected with the subject. Learning to count is only play when one has these fascinating pictures of guns, kites, or the number of articles in dolly's washing; and the problems about ball nines, playing store and paper dolls are certainly as good as stories.

Complete Arithmetic. By Bruce M. Watson, Superintendent of Schools, Spokane, Washington, and Charles E. White, Principal of Franklin School, Syracuse, New York. 404 pages. D. C. Heath & Company, New York.

This book is designed for the grammar grades and is complete in its treatment. The early introduction of percentage and its treatment as a development and application of fractions is to be commended; as is also the plan of developing the basal ideas of each new topic by means of oral exercises.

Commercial Arithmetic. By Gustavus S. Kimball, New Haven, Conn. 418 pages. G. P. Putnam's Sons, New York.

An intensely practical book, covering all the usual topics of arithmetic, but with emphasis on the attainment of rapidity and accuracy in the fundamental operations, and with many pages devoted to bills, accounts, banking, etc. The make-up of the book is admirable.

A Brief Course in the Teaching Process. By George Drayton Strayer. 315 pages. The Macmillan Company, New York.

This text may fairly be termed practical; in dealing with the most common school situations, the author relates them to the principles, practices, and theories of education. The analysis of these situations will be helpful to the new and to the experienced teachers. The seven chapters on the types of lessons contain considerable of guidance value; the chapter devoted to lesson plans on several subjects will be especially helpful to younger teachers. The appendix containing outlines for the teaching of English, arithmetic, geography and history by specialists adds to the value of the text. The spirit of the treatment is moderately progressive. It emphasizes the social phases of school life, and the deadening effect of the traditional and mechanical.

The American Government. By Frederic J. Haskin. Illustrations from photographs taken especially for this edition by Barney M. Clinedinst. 398 pages. J. B. Lippincott Company, Philadelphia, Pa.

A reasonable and instructive description of our government with the theory, and the technical constitution omitted. It shows the machinery of the national government in operation. Do you know how a bill is held up or passed on in Congress? Why is the speaker's such an important office? Do you know the twenty-one American republics of the Pan-American Union? It's all in this book. It is an excellent handy reference and should have an index.

The Teaching of Physics for Purposes of General Education. By C. Riborg Mann, Associate Professor of Physics, the University of Chicago. Price, \$1.25 net. The Macmillan Company, New York.

If not exactly a pioneer in this field, Professor Mann's admirable treatise is the first satisfactory book of its kind.

Indian Stories. By Cicero Newell, Major of the Tenth Regiment Michigan Volunteer Cavalry. 200 pages. 50 cents net. Silver Burdett & Company, New York.

Will be noticed in the next issue.

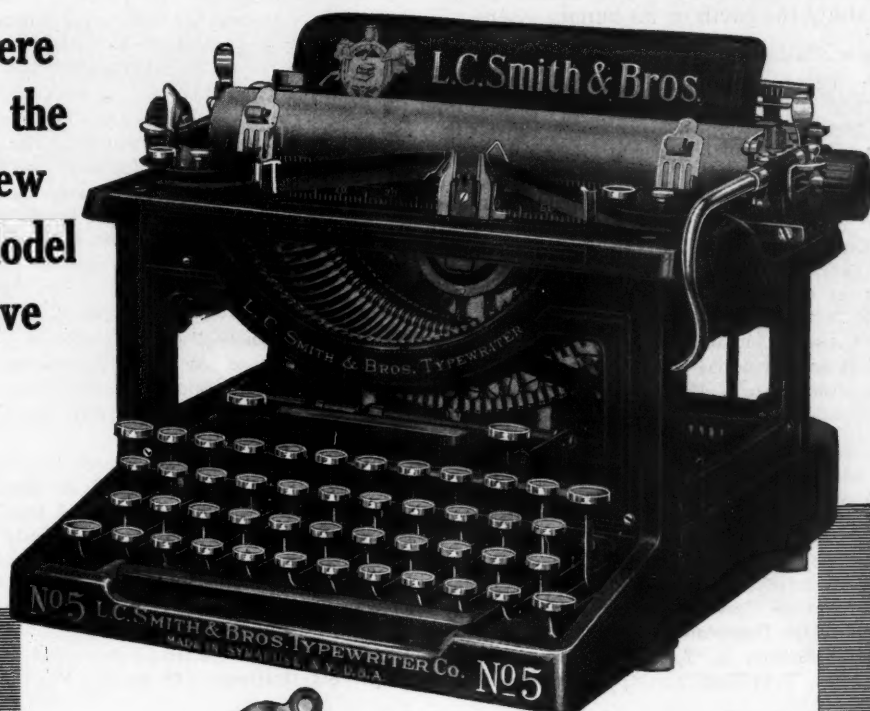
Geography. By William Rabenort, A.M., Ph. D., Principal of Public School 9, The Bronx, City of New York. Cloth, 8vo., with maps and illustrations. North and South America, 238 pages. Europe, 239 pages. Price, 50 cents per volume. American Book Company, New York.

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The Tudor Shakespeare: Romeo and Juliet. Edited by W. A. Neilson, Ph. D., Professor of English in Harvard University, and A. H. Thorndike, Ph. D., L.H.D., Professor of English in Columbia University. 158 pages. The Macmillan Company, New York.

In form, size, type, paper and content one of the best of its kind. This is the initial volume.

World Geography: One Volume Edition. Edited by Ralph S. Tarr, B. S., F.G.S.A., Professor of Physical Geography at Cornell University and Frank M. McMurry, Ph. D., Professor of Elementary Education at Teachers' College, Columbia University. With many colored maps and numerous illustrations, chiefly photographs of actual scenes. Price, \$1.25 net. The Macmillan Company, New York.

A Latin Grammar. By Harry Edwin Burton, Ph. D., Professor of Latin in Dartmouth College. 337 pages. Cloth. Price, 90 cents net. Silver, Burdett & Company, New York.

Beginners' German. By Max Walter, Ph. D., Director of the Musterschule, Frankfurt-on-Main, Visiting Professor Columbia University, and Carl A. Krause, Ph. D., head of the Department of Modern Languages, Jamaica High School, N. Y. 231 pages. Charles Scribner's Sons, New York.

Books Received.

An Elementary Introduction to the Experimental Study of Frictional Electricity. By K. H. Reichau, Ph.D. 125 pages. Published by the Maset Company, New York.

A Latin Grammar. By Harry Edwin Burton, Ph.D., Professor of Latin, Dartmouth College. 337 pages. Cloth. \$.90. Silver, Burdett & Co., New York.

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In Those Days: A Story of Child Life Long Ago. By Ella B. Hallock, Author of "Some Living Things," "First Lessons in Physiology," "Studies in Browning," etc. Illustrations by Florence Choate and Elizabeth Curtis. 148 pages. 40 cents net.

Civil Government: Describing the Various Forms of Government—Local, State, and National, and Discussing the Government of the United States from an Historical Standpoint. By Edward Schwinn, A.M., Supervising Principal of Mt. Airy School, Philadelphia, and W. Wesley Stevenson, A.M., Professor of History in the Northeast Manual Training High School, Philadelphia. 375 pages. J. B. Lippincott Company, Philadelphia.

Second Year Latin for Sight Reading: Selections from Cæsar and Nepos. By Arthur L. Janes, Boys' High School, Brooklyn. 238 pages. American Book Company, New York.

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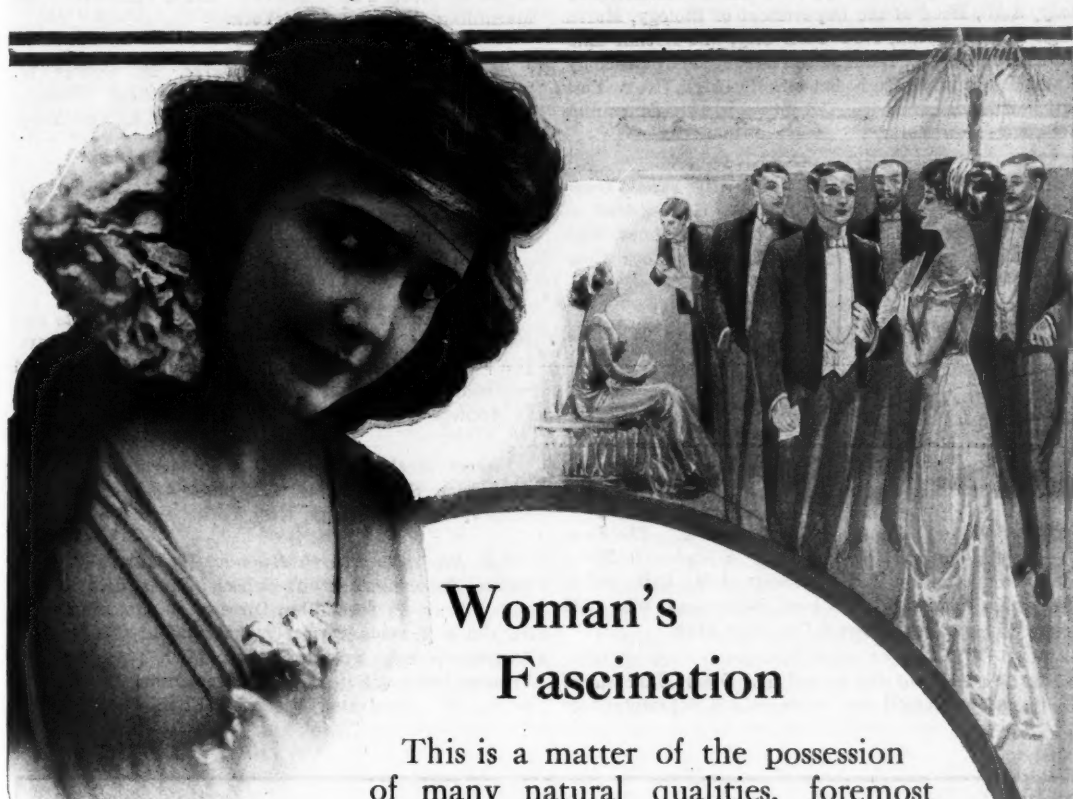
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Manual of Experimental Botany. By Frank Owen Payne, M. Sc., Assistant in Biology, High School of Commerce, New York. Cloth, 12mo, 272 pages, with illustrations. Price, 75 cents. American Book Company, New York.

Gardens and Their Meaning. By Dora Williams. 235 pages. Ginn & Co., New York.

La Mort d'Arthur: A Middle English Metrical Romance. Edited by Samuel H. Hemingway, Ph.D., Instructor in English in Yale College. 166 pages. 40 cents net. Houghton Mifflin Company, New York.

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The Century and the School and Other Educational Essays. By Frank Louis Soldan, Late Superintendent

of the St. Louis Public Schools. Price, \$1.25 net. The Macmillan Company, New York.

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Lippincott's Second Reader. By Homer P. Lewis, Superintendent of Public Schools, Worcester, Mass., and Elizabeth Lewis. 171 pages. J. B. Lippincott Company, Philadelphia.

The American Year Book: A Record of Events and Progress for 1911. Edited by Francis G. Wickware, B.A., B.Sc. Under direction of a Supervisory Board representing National Learned Societies. 863 pages. D. Appleton & Co., New York.

Palmer Method Readers: A Primer. By William Alexander Smith, A.M. 111 pages. 30 cents. The A. N. Palmer Company, New York.

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(Continued from page 284)

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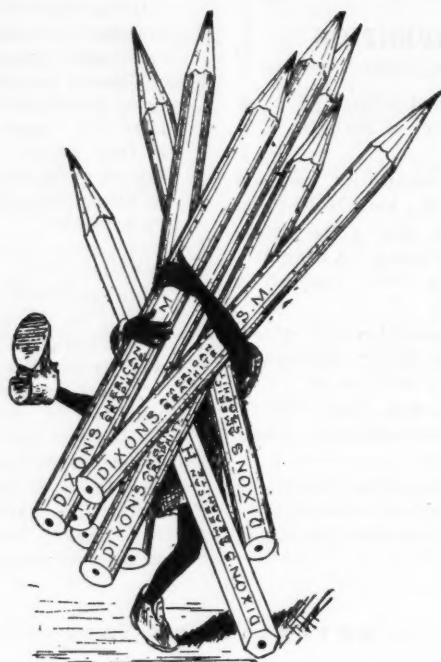
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Two Answers to a Question.*(Continued from page 295)*

pairs of stockings, an extra pair of walking boots, rubbers, sweater, raincoat (one of the silky rubber kind) and my toilet articles.

This was all I had, and it was all I needed, though next time I go I shall slip in one of the one-piece foulard or pongee frocks which take up so little space, and have the fun of "dressing up" occasionally.

It seems useless and uninteresting to discuss men's clothing, but I will add that the man in this party had only one suit, which he frequently got pressed "overnight." He had opportunity to get some shirts laundered in Paris and in Lucerne, and in London he bought some new ones, although he did not seem fully to appreciate the joys of shopping in Regent Street. He had a lot of knit underwear and stockings, some extra shoes, a raincoat and sweater, a big box which seemed to contain thousands of clean collars, and a leather case full of toilet articles.

—M. P.

EDITOR SCHOOL JOURNAL:

I have made three trips to Europe, each over fifty days, and visited both warm and cold countries and found a suitcase and small satchel ample. If you have a good tailored suit (coat and skirt) with two silk waists, one more dressy than the other, and a one-piece foulard or silk dress with a good silk petticoat, which is used for both dresses, and two white waists, you have all you have time to use.

Carry two suits of underwear, two night dresses, stockings, handkerchiefs.

To be prepared for all kinds of weather take a pair of black silk tights, a very thin Scotch wool knit jacket, motor veil, an extra pair of shoes, pair of rubbers, raincoat and folding umbrella. In the small satchel, I carry my toilet articles, a nightdress, camera, glasses, etc.

I expect to make my fourth trip this year and it has never cost me more than four dollars a day. I wonder whether your readers know of the "Women's Rest Tour Association." It is a great help to women traveling alone. EXNA.

NOTE:—The Women's Rest Tour Association, 11 Pinckney St., Boston, Mass., has been recommended to us from various sources. A fee of five dollars is charged for information which, it would appear, is worth the price.—EDITOR SCHOOL JOURNAL.

The next meeting of the New York State Teachers' Association will be held in the city of Buffalo, Monday, Tuesday and Wednesday, November 25th, 26th and 27th. An exceptionally strong program has been prepared and every department of school interest will be represented in the section meetings from the kindergarten through the university. A large attendance is expected. The local organization has provided everything possible for the convenience, comfort and enjoyment of their guests. Information concerning the arrangements may be secured from Richard A. Searing, North Tonawanda, N. Y.



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Please May I Get a Drink?

Just as the old-time pail that circulated about the desks has passed away, so the rusty tin cups and the mussed glasses that have stood under the faucets are being banished from the schoolrooms. But the thirsty children are not to be deprived of their drink, and of the greater pleasure of going for it, by any means. Various sanitary devices are being invented for this purpose, the best line being those of the fountain description. One of the most adaptable of these bubbling springs has the attractive name of the "Spring Maid."

In this form of fountain a cup that might be described as a tulip cup offers an easy chance to quench the thirst without touching the lips to the sides of the container.

Those who have not tried drinking in this way would be surprised to find how easily it is accomplished and how they have all the satisfaction they once had in lying face downward for a drink in their boyhood spring, without any of that undesirable exertion.

At a banquet in San Francisco, held just after the woman suffrage victory, a citizen who was asked to respond to a toast got up and proposed this: "The ladies! God bless them and help them. Formerly our superiors—now our equals."—*American Education.*

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Of Solomon Grundy.—Life.

More things would come to him who waits if they were not captured on the way by the man who won't wait.—*Lippincott's.*

Heard But Not Seen.

I confess that to me much of the delight of an early morning landscape of Corot or Claude Monet is due in no small measure to the music of singing birds. Though not one is to be seen, I am sure they are there.

There is a story told of Corot that he was once painting in a wood, while near him sat another painter whose creed was to record things in nature just as they are. Coming over to the easel of Père Corot, he said,—

"Why, you are not painting this scene at all as it really is. You have left out that large rock yonder and put in a birch tree—there is no such tree to be seen."

With a confiding smile, Corot replied, "If you'll not say anything about it, I will tell you why I put in that birch. It was to please the birds."—*Atlantic.*

"How does it happen that you are five minutes late at school this morning?" the teacher asked seriously.

"Please, ma'am," said Ethel, "I must have overwashed myself."

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The graduation-day orator will find a peroration in a few lines of a poem by Henry Newbolt, which appeared in the Spectator:

To set the Cause above renown,
To love the game beyond the prize,
To honour while you strike him down
The foe that comes with fearless eyes.
To count the life of battle good,
And dear the land that gave you birth,
And dearer yet the brotherhood
That binds the brave of all the earth.

Henceforth the School and you are one,
And what You are the race will be.

Dr. Roger H. Dennett, a specialist in the diseases of children, is writing an interesting series of articles in the Woman's Home Companion on the daily routine, habits and discipline of children. In an article on "The Healthy Baby" in a recent number he says:

"Lack of discipline is an American weakness. You cannot imagine the humiliation with which I have listened to foreign-born mothers of my charity patients say, 'But he is like the American child, he does not mind.'"

The college must make it a point to teach principles rather than dogmatic methods. Too often our systems of learning are too bookish. The boy is inclined to get the impression that there is only one way to do a thing, and that is the way he has learned from his professor or his text-book.—*Century*.

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Russell Hinman.

Russell Hinman, one of the directors of the American Book Company, died suddenly at his home in Summit, N. J., on April 28th. Since 1890 Mr. Hinman had been in charge of the editorial offices of the American Book Company and he was probably the best known text-

book editor in America. He was born in Cincinnati, Ohio, on January 23rd, 1853, and was educated at Antioch College. For some time he was engaged as a civil engineer and later became connected with Van Antwerp, Bragg & Company as editor of geographical textbooks. Mr. Hinman's work in

this particular line of activity is so well known and so successful as to require no comment. He is survived by his father, who is now ninety-five years old, a widow and three daughters. As the general editor of the American Book Company Mr. Hinman's work has been conspicuous for its breadth and accuracy. His knowledge of educational affairs was comprehensive and his contributions to the cause of education in this country have been important and influential in almost every department of the educational field. His sudden death comes as a surprise and shock to his wide circle of friends and associates. Mr. Hinman's unusual abilities and special training fitted him in a remarkable way to direct the wide editorial interests which were under his supervision. His death is a great loss, not only to the organization in which he was so important a factor, but also to the general educational world where he was so well known and so highly regarded.



Patented Jan. 8, '07.

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Not an adjuster, but a complete adjustable shade. Made from COTTON DUCK, has no "filling," will not check nor crack. This shade may be rolled up at the bottom at the same time that it is lowered from the top. We have eliminated the slow and uncertain process of looping, folding or hooking. This shade will expose all the window without dropping below the window sill. Our rollers are unique in that they will not run away, because they are provided with a positive stop or locking device that automatically catches the roller by means of a GRAVITY hook the moment the operator releases his hold upon the bottom pull. The shade hangs from an automatic pulley that can be quickly attached to the window cap by the insertion of two screws which complete its hanging.

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This shade is constructed on the same general principles as the Draper Sanitary Roller shade, and is made from COTTON DUCK. This shade operates without a roller, and may be folded to one-fourth, one-sixth, or one-seventh its length at one operation. It adjusts from either top or bottom. The top section of the window may be exposed by a mere operation of the cord, or the shade may be pulled to the top, shading only a portion of the window. This shade too hangs from an automatic pulley, is easily adjusted and simplest in construction.

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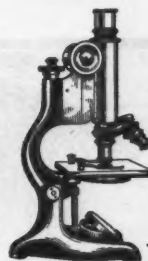
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In New York City there are at present forty-five recreation centers established in its school houses, and Dr. Maxwell has recommended to the Board of Education that these be equipped with motion picture apparatus.

The motion picture is educational as well as amusing. It holds the child's interest, making of study a pleasure; and it teaches *through the eyes*; the child *sees* the subject, and it becomes photographed indelibly upon the memory.

Pictures must be clear and without flicker, else the subject is not faithfully reproduced; headache and eye strain resulting.

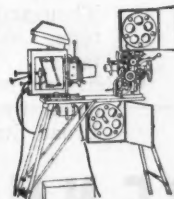
In our fourteen years experience as motion picture machine manufacturers, we have developed *Perfect Projection* to the highest point of efficiency; our machines project a picture which is absolutely without flicker, clear and sharp in every detail.

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- ¶ The Pennsylvania Railroad's Summer Excursion Book, issued the latter part of May, will contain descriptions of nearly eight hundred resorts in the United States and Canada.
- ¶ Are you familiar with all these resorts? There are the forty beaches of New Jersey, each offering some distinctive charm; Long Island's beautiful hills, valleys and bays; the rocky New England coast and the maritime provinces of Canada.
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At the present time there is no trip in the world that should prove as vitally interesting to Americans as that to the Panama Canal. At no time can one find a short cruise at an equally low cost that is more delightful or rewarding than this sail over Southern seas.

Particular interest is centered on the canal just now because of the opportunity, that will never come again, of seeing its marvelous construction and unrivalled engineering feats, at present exposed to view, but shortly to be hidden by the flood of water that will rush through its massive gates. Merely to read of what has been accomplished by American energy and skill fills the patriotic countryman with pride, but actually to see this "eighth wonder of the world" is an important part of a liberal education.

Notwithstanding opinion to the contrary, a summer trip in Southern waters is unusually refreshing and delightful. The luxurious steamers of the United Fruit Company, whose advertisement appears elsewhere in this issue, are specially built for tropical travel. The staterooms are air-cooled and may be regulated down to 55°. The decks are broad and spacious, the cuisine excellent, and every room is an outside one. The whole story is told in an attractive illustrated booklet, "Cruising the Spanish Main," issued by the Company.

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No tendency is more inherent in school children than that of GUESSING about what they could be SURE of. In no way can the teacher better combat this tendency, in no way better inculcate that passion for exact knowledge that is the distinctive mark of the scholar, than by insisting upon frequent use of WEBSTER'S NEW INTERNATIONAL DICTIONARY (G. & C. Merriam Co.). Nor will insistence by the teacher long be necessary, for no pupil beyond the primary years long uses the NEW INTERNATIONAL without learning that it is an inexhaustible mine of things interesting to HIM, without regarding every new word as worth looking up, without being ashamed to say "I think" when by a reference to the new work he could say "I know";—without, in short, catching the dictionary habit.

Something New in Drawing Studies

A Graded Course in Mechanical Drawing

FOR GRAMMAR SCHOOLS
Designed by EDMUND KETCHUM

These drawings have been planned especially for the busy teacher. They offer a practical means of presenting to the class a series of mechanical drawings which develop the idea of how Working Drawings are made, of accurate measuring, neatness and good arrangement. No models or solids are needed and the objects are such as can be made with few tools. These drawings make mechanical drawing practical in schools where it has heretofore been prohibitive because of a lack of just such explicit lessons as are found in this course.

Four sets, for Grades Six, Seven, Eight and Nine.
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In answering advertisements please mention "The School Journal"

How to Make Study a Pleasure.

With this accomplished, half the battle of education is won. You can't bore a hole in a child's head and pour knowledge into it through a funnel; and when you force information, it generally fails to stick.

What the children see, they remember; that's why they imitate so readily. Show them a moving picture of the land of the Midnight Sun or the Pyramids of Egypt, or perhaps the glaciers of Switzerland, and at once the subject is photographed indelibly upon the mind in a way no musty geographical data can ever accomplish.

Again, take the subject of Botany. The child can be shown the growth of a flower from the seed to full bloom; can see it grow before its very eyes, and it never forgets.

There is not a subject of the schoolroom to-day which has not been extensively filmed; and the best medium for bringing these subjects before the child mind, fixing them in the memory and making of study a pleasure, is the motion picture.

The Nicholas Power Company, 90 Gold Street, New York, have been recognized for years—both here and abroad—as the leading manufacturers of motion picture apparatus. For a long time they have realized the possibilities of the moving picture in educational fields, and with this idea in mind they have been continually improving their machine, until to-day Power's Cameragraph No. 6 is recognized as the highest standard of merit. In it the most essential feature—perfect projection—has been developed to the highest degree of efficiency. The pictures produced are clear, steady and sharp in every detail, and eye strain and headache are never produced.

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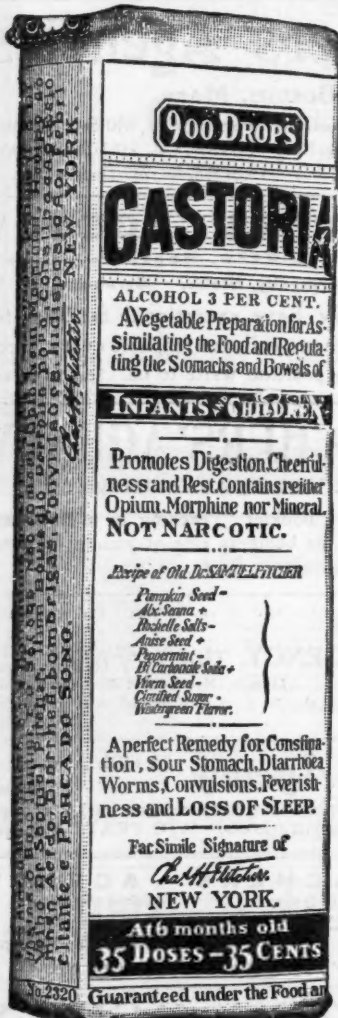
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